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Overview of Workplace Issues in the 2002 Status of the Armed Forces Survey



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OVERVIEW OF WORKPLACE ISSUES IN THE 2002 STATUS OF THE ARMED FORCES SURVEY

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DMDC would like to extend its appreciation to the thousands of service members who took the time to participate in the *2002 Status of the Armed Forces Survey—Workplace and Gender Relations* and report their attitudes and opinions.

OVERVIEW OF WORKPLACE ISSUES IN THE 2002 STATUS OF THE ARMED FORCES SURVEY

Executive Summary

This report provides an overview of results on workplace issues obtained from the *2002 Status of the Armed Forces Survey—Workplace and Gender Relations (2002 WGR)*.¹ This survey was administered between December 2001 and April 2002 to a sample of almost 60,000 active-duty members below the rank of admiral or general, with at least 6 months of service at the time the first survey was mailed. Over 19,960 eligible service members returned usable surveys, representing an adjusted response rate of 36%.²

Chapters 1 and 2 provide background information on the history of the survey, survey administration procedures, and analytic methods used in the report. Four subsequent chapters focus on a different survey topic, with findings presented by Service and paygrade groups:

- Chapter 3, *Tempo and Readiness*, summarizes service members' personnel tempo (PERSTEMPO), including self-reported time away from permanent duty station, number of times away, total time away, and reasons for being away from home. In addition, the chapter also addresses service members' readiness for wartime duties.
- Chapter 4, *Satisfaction, Commitment, Expectations, and Retention Intention*, focuses on service members' satisfaction with compensation, medical care, child care, coworkers, and work. In addition, the chapter discusses members' commitment to their Service and expectations of military life and work. The remainder of the chapter focuses on members' stated intent to remain in the military and discusses steps members took to leave the military.
- Chapter 5, *Workplace Information*, describes the workplace in terms of materials and equipment, management support, teamwork, and individual growth, as well as workplace hostility. The remainder of the chapter focuses on careerism and mentors in the military.
- Chapter 6, *Leadership*, describes overall leadership and service members' immediate supervisors.

A summary of findings for each of these chapters follows. Trend analyses are presented when similar questions were asked in the *1999 Survey of Active-Duty Personnel*.³

¹ Gender relations research results are reported by Lipari and Lancaster (2003).

² Complete details of the survey development, sampling, administration, and dataset creation are reported by Willis, Lipari, and Mohamed (2002), and complete details of response rates and weighting are reported in George and Kroeger (2003).

³ Complete details of the survey development, sampling, administration, and dataset creation are reported by Wright, Williams, and Willis (2000b) and Wright, George, Flores-Cervantes, Valliant, and Elig (2001) and complete details of response rates and weighting are reported in Flores-Cervantes and Valliant (2001).

Tempo and Readiness

Personnel Tempo (PERSTEMPO)

- ***Time Away From Permanent Duty Station Over the Last Year.*** Over two-thirds of all service members (68%) had been away in the past 12 months.
 - Fewer E1-E4s (59%) reported spending time away from their permanent duty station than members from other paygrade groups (70-88%).
- ***Number of Times Away From Permanent Duty Station.*** Overall, service members reported being away 5.4 times during the 12 months prior to filling out the survey.
 - Junior enlisted members (E1-E4, 4.5 times) were away fewer times than members from other paygrade groups (5.6-7.3 times).
- ***Total Length of Time Away From Permanent Duty Station.*** Service members were away an average 2.3 months in the 12 months prior to filling out the survey.
 - Compared to 1999, Army members (2002, 2.4 months vs. 1999, 2.8 months) and Air Force members (2002, 1.6 months vs. 1999, 1.8 months) reported spending less time away from their permanent duty station.
 - A comparison of 2002 and 1999 shows E5-E9s (2002, 2.4 months vs. 1999, 2.7 months), W1-W5s (2002, 2.8 months vs. 1999, 3.3 months), O1-O3s (2002, 2.5 months vs. 1999, 2.9 months), and O4-O6s (2002, 2.0 months vs. 1999, 2.3 months) reported spending less time away from their permanent duty station.
- ***Reasons for Being Away.*** Overall, more service members were away for *joint training/field exercises/alerts* (35%), *unit training at combat training centers* (34%), and *military education* (29%) than other duties requiring them to be away.
 - More Navy members were away for *Operation Enduring Freedom* (20% vs. 6-14%), *time at sea for scheduled deployments* (33% vs. 0-26%), and *other time at sea* (29% vs. 0-17%).
 - Fewer Navy members were away for *other TDYs/TADs* (30% vs. 38-51%) than members from other Services.
 - More Army members were away for *joint training/field exercises/alerts* (44% vs. 14-37%), but fewer Army members were away for *Operation Enduring Freedom* (6% vs. 9-20%) than members from other Services.
 - Fewer senior officers (O4-O6) reported they were away from their permanent duty station in the past 12 months because of *unit training at combat training centers* (17% vs. 25-29%), while more senior officers reported they were away because of *other TDYs/TADs* (79% vs. 23-63%) than members of other paygrade groups.

- **Wartime Preparedness.** A majority of service members reported they not only were physically prepared (81%), but also were prepared for wartime in terms of training and experience (77%).
- Fewer Coast Guard members reported they were physically prepared (69% vs. 80-83%) for wartime and fewer reported their experience and training (65% vs. 74-80%) had prepared them for wartime.
- More senior enlisted members (E5-E9, 84%) and senior commissioned officers (O4-O6, 86%) reported being prepared for wartime in terms of experience and training than junior enlisted (E1-E4, 67%) and junior commissioned officers (O1-O3, 72%).

Satisfaction, Commitment, Expectations, and Retention Intention

- **Members' Satisfaction With Components of Military Life.** On a scale from 1 to 5, service members' rating of Medical Care Satisfaction (3.4) was higher than Compensation Satisfaction (2.9) and Child Care Satisfaction (2.9).
- Commissioned officers' ratings of Compensation Satisfaction (O1-O3, 3.2 and O4-O6, 3.3) were higher than members from other paygrade groups (2.7-2.9).
- **Satisfaction With Other Components of Military Life.** Overall, service members' rating of satisfaction with their *career, in general* (3.6) was higher than that of any other component of military life (3.1-3.5).
 - Although Army members' ratings were favorable, Army members' ratings of satisfaction with the *quality of their work environment* (3.0 vs. 3.2-3.6), *opportunities for professional development* (3.2 vs. 3.3-3.5), *level of care and concern shown by supervisors* (3.0 vs. 3.2-3.4), and *quality of leadership* (3.0 vs. 3.1-3.3) were lower than ratings from members of other Services.
 - Coast Guard members' ratings of satisfaction with *quality of their current residence* (3.8 vs. 3.2-3.6) and their *career, in general* (3.8 vs. 3.5-3.7) were higher than ratings from members of other Services.
 - Compared to enlisted members' ratings, commissioned officers' ratings of satisfaction with *quality of their current residence* (O1-O3, 3.9 and O4-O6, 3.9 vs. E1-E4, 3.2 and E5-E9, 3.6) and *quality of work environment* (O1-O3, 3.5 and O4-O6, 3.5 vs. E1-E4, 3.2 and E5-E9, 3.3) were higher.
 - Commissioned officers also rated the following components of military life higher than enlisted members: *opportunities for professional development* (O1-O3, 3.6 and O4-O6, 3.7 vs. E1-E4, 3.2 and E5-E9, 3.4), *level of care and concern shown by supervisors* (O1-O3, 3.5 and O4-O6, 3.6 vs. E1-E4, 3.0 and E5-E9, 3.2), and *quality of leadership* (O1-O3, 3.4 and O4-O6, 3.5 vs. E1-E4, 3.0 and E5-E9, 3.1).

- ***Satisfaction With Coworkers and Work.*** Overall, service members rated their Coworker Satisfaction (3.6) and their Work Satisfaction (3.5) similarly.
 - E1-E4s' ratings of Coworker Satisfaction (3.4 vs. 3.7-4.0) and Work Satisfaction (3.3 vs. 3.7-4.0) were somewhat less favorable than members' ratings from other paygrade groups.
- ***Commitment to Service.*** The overall service members' rating (4.0) of Commitment to their Service was favorable.
 - Ratings by E1-E4s (3.8), while still favorable, were lower than ratings of members from other paygrade groups (4.1-4.3).
- ***Expectations of Military Life and Work.*** Overall, a majority of service members reported their life (83%) and work (74%) met or exceeded their expectations since first entering the military.
 - More Air Force members (87%) reported their life in the military met or exceeded their expectations than members from other DoD Services (80-83%).
 - Fewer E1-E4s reported their life (73% vs. 87-90%) and work (66% vs. 75-85%) either met or exceeded their expectations than members from other paygrade groups.
- ***Stated Retention Intention.*** A majority of service members (60%) reported they were more likely to choose to stay on active duty, if given the choice.
 - Within DoD, Air Force members (65% vs. 52-61%) were more likely to choose to remain on active duty.
 - When comparing the Services from 1995 to 1999, Marine Corps members were consistently less likely than members of other Services to choose to remain on active duty.
 - Fewer E1-E4s (42%) reported it was more likely that they would stay on active duty than members of other paygrade groups (63-80%), and, when comparing paygrade groups across time, E1-E4s were consistently less likely than members of other paygrade groups to choose to remain on active duty.
- ***Steps to Leaving the Military.*** Overall, 61% of service members, with more E1-E4s (66%) than members of other paygrade groups (54-59%) responded they *thought seriously about leaving the military*.
 - Overall, fewer service members took more active steps related to leaving the military, including: *preparing a resume* (23%), *attending programs that prepare for civilian employment* (14%), *applying for a job* (10%), and *interviewing for a job* (6%).

Workplace Information

- ***Description of Workplace.*** A majority of service members (89%) indicated they know what is expected from them at work.
 - By Service, fewer Army members agreed they have the necessary materials and equipment to do their work right (57% vs. 62-73%) and that members are kept informed about issues and decisions that affect them (42% vs. 48-53%).
 - More Air Force and Coast Guard members agreed their supervisors seem to care about them (both 70% vs. 61-64%), coworkers are committed to quality (63% and 62% vs. 55-57%), and their supervisors deal fairly with issues of equal treatment at the workplace (71% and 69% vs. 62-64%).
 - More Air Force members (73% vs. 57-65%) agreed they have the necessary materials and equipment do their work right.
 - More Coast Guard members agreed they have received recognition or praise for doing good work in the last week (52% vs. 40-43%) and their opinions seem to count (66% vs. 55-60%).
 - By paygrade groups, fewer E1-E4s agreed they have the opportunity to do their best (47% vs. 58-66%), their supervisor seems to care about them (59% vs. 67-74%), their opinions seem to count (41% vs. 65-80%), their coworkers are committed to quality (44% vs. 61-84%), and employees are kept informed about issues and decisions that affect them (41% vs. 49-63%).
 - More E1-E4s (42%) have a best friend at work than members of other paygrade groups (25-33%).
 - More O4-O6s agreed they have the necessary materials and equipment (75% vs. 62-70%), their opinions seem to count (80% vs. 41-74%), their coworkers are committed to quality (84% vs. 44-77%), promotions are based on work-related characteristics (48% vs. 27-42%), and employees are kept informed (63% vs. 41-57%).
- ***Workplace Hostility.***⁴ Service members indicated they had experienced Workplace Hostility once or twice (2.0) in the last 12 months.
 - By Service, Air Force and Coast Guard members (both 1.8) were less likely to have experienced these types of behaviors in the last 12 months.
 - Enlisted members (E1-E4, 2.2 and E5-E9, 1.9) were more likely to experience these types of behaviors than members in other paygrade groups (1.6-1.7).

⁴ The Workplace Hostility scale is composed of multiple questions which ask service members if they were targeted with hostile behaviors in the workplace. The scale ranges from 1 to 5. A lower scale score indicates less workplace hostility, while a higher scale score means there is more workplace hostility.

- **Careerism.**⁵ Overall, service members rated Careerism an average of 2.7.
 - Service comparisons show that Coast Guard members (2.6) rated Careerism lower than members from other Services (2.7-2.8).
 - Junior enlisted (E1-E4, 2.9) rated Careerism in the workplace higher than members in other paygrade groups (2.3-2.7).
- **Mentoring.** Overall, 61% of service members reported they currently have a mentor or had a mentor in the past.
 - More warrant officers (80% vs. 49-69%) reported they had a mentor, while fewer E1-E4s (49% vs. 69-80%) reported they had a mentor.
 - Over half of service members (62%), with more Army members (67%) than members from other Services (51-63%), reported their mentor was an NCO/petty officer.
 - By Service, more Air Force members (26%) reported their mentor was a commissioned officer than members of other Services (19-23%).
 - Findings by paygrade show that service members and mentors were in similar paygrade groups.
 - Almost half of service members (47%) reported their mentor was a person who is/was higher in rank than them, but not their rater or senior rater.
 - By Service, more Air Force (39%) members reported their mentor was their rater than members from other Services (16-32%).
 - More commissioned officers (O1-O3 and O4-O6, both 36%) reported their mentor was their rater than members of other paygrade groups (19-29%).
 - More than four-fifths (84% or more) of service members who indicated they currently have or had a mentor in the past, also reported their mentor had assisted them in several ways.
 - Fewer Air Force members (73%) reported their mentor had *assisted them in obtaining future assignments* than members of other Services (79-80%).

⁵ The Careerism scale is composed of multiple questions which ask service members if leaders within their work group put their own personal interests above the organization's interests to further personal advancement. The scale scores range from 1 to 5. A high scale score indicates the service member strongly agreed with negative statements about careerism in the military.

- When comparing ratings of mentors' assistance, Coast Guard members rated their mentor's ability to *provide support and encouragement* (4.0 vs. 4.2-4.3), *provide personal and social guidance* (3.6 vs. 3.8-3.9), *provide career guidance* (3.8 vs. 4.0-4.1), *instill Service core values* (3.7 vs. 3.9-4.1), and *provide moral/ethical guidance* (3.6 vs. 3.9-4.0) lower than members of other Services.
- More enlisted members reported their mentor had *assigned challenging tasks* (E1-E4, 89% and E5-E9, 89% vs. O1-O3, 84% and O4-O6, 82%), *provided personal and social guidance* (E1-E4, 94% and E5-E9, 93% vs. O1-O3, 88% and O4-O6, 90%), and *provided protection* (E1-E4, 91% and E5-E9, 88% vs. O1-O3, 84% and O4-O6, 84%) than commissioned officers.
- For ratings of mentors' assistance, enlisted members rated their mentor's ability to *teach job skills* (E1-E4, 4.0 and E5-E9, 4.0 vs. O1-O3, 3.8 and O4-O6, 3.7), *provide personal and social guidance* (E1-E4, 4.0 and E5-E9, 3.9 vs. O1-O3, 3.7 and O4-O6, 3.7), and *protect them* (E1-E4, 4.0 and E5-E9, 3.9 vs. O1-O3, 3.8 and O4-O6, 3.8) higher than commissioned officers.

Leadership

- ***Leadership.*** A majority of service members agreed their *Service's core values were clear* (83%), *supervisor had sufficient authority* (73%), and *supervisor encouraged people to learn from mistakes* (69%).
- When comparing the findings to the U.S. National Norm⁶, service members were more likely to agree their *Service's/organization's core values were clear* (83% vs. 78%) and that *leadership understood the problems faced on the job* (53% vs. 46%).
- Service members were less likely to agree than employees in the U.S. National Norm that it was *difficult to balance work and personal responsibilities* (27% vs. 31%) and they had *trouble getting their work done because their priorities or work objectives changed so frequently* (34% vs. 38%).
- ***Immediate Supervisor.*** Overall, service members were positive in their assessment of their immediate supervisor.⁷
- Air Force members rated their immediate supervisor's ability to *handle people-skills* (3.8 vs. 3.6-3.7), *handle conceptual-skills* (3.9 vs. 3.7-3.8), and *adapt to challenges and improvements through learning* (3.8 vs. 3.6, all) higher than members in other DoD Services.

⁶ Leadership findings were compared to the International Survey Research's (ISR) U.S. National Norm. The U.S. National Norm consists of employees in U.S. corporations. The U.S. National Norm data are weighted by industry and company size to reflect U.S. labor markets.

⁷ Ratings ranged from 1 to 5.

- Commissioned officers (O1-O3 and O4-O6, both 4.1) rated their immediate supervisors' ability to *handle the technical-skills part of the job* higher than enlisted members and warrant officers (3.9, all).
- E1-E4s rated their immediate supervisors' ability to *handle people-skills* (3.6 vs. 3.7-3.9), *handle conceptual skills* (3.6 vs. 3.8-4.1), *communicate* (3.6 vs. 3.7-3.9), *make decisions* (3.5 vs. 3.7-3.9), *motivate* (3.4 vs. 3.5-3.8), *build a team* (3.4 vs. 3.6-3.7), *learn* (3.5 vs. 3.7-3.9), *plan and organize* (3.5 vs. 3.6-3.9), and *execute* (3.7 vs. 3.8-4.0) lower than members of other paygrade groups.
- Commissioned officers rated their supervisors' ability to *communicate* (O1-O3, 3.8 and O4-O6, 3.9 vs. E1-E4, 3.6 and E5-E9, 3.7), *execute* (O1-O3 and O4-O6, both 4.0 vs. E1-E4, 3.7 and E5-E9, 3.8), and *assess* (O1-O3, 3.7 and O4-O6, 3.8 vs. E1-E4, 3.5 and E5-E9, 3.6) higher than enlisted members.

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OVERVIEW OF WORKPLACE ISSUES IN THE 2002 STATUS OF THE ARMED FORCES SURVEY

Chapter 1: Introduction

In 1988 and 1995, the Defense Manpower Data Center (DMDC) conducted Joint-Service surveys of active-duty members that measured sexual harassment and gender issues. In 1997, Congress mandated, via Public Law 104-201 (September 23, 1996), Sec. 571, of the National Defense Authorization Act for Fiscal Year 1997, that the Secretary of Defense conduct periodic surveys which would “identify and assess racial and ethnic issues and discrimination, and to identify and assess gender issues and discrimination, among members of the Armed Forces.” To fulfill this requirement, DMDC conducted its third Joint-Service survey, the *2002 Status of the Armed Forces: Workplace and Gender Relations Survey (2002 WGR)*.

In addition to fulfilling the requirement for measuring gender-related issues, the 2002 survey also included many items on general workplace issues. This report provides an overview of results obtained from the workplace items on the survey. Chapter 2, *Survey Methodology*, provides background on survey administration, analytic procedures, and the presentation of results. Each of the remaining chapters in this report focuses on a different survey topic and presents results by demographic subgroups. Chapter 3, *Tempo and Readiness*, discusses the time commitments required of members, including time away from home in the preceding 12 months, reasons for being away, and members’ readiness to perform their duties. Chapter 4, *Satisfaction, Commitment, Expectations, and Retention Intention*, focuses on satisfaction with various components of military life, coworker, and work satisfaction, commitment to Service, and expectations of military life and work. In addition, the chapter discusses members’ stated intent to remain in the military and any active steps to leave the military. Chapter 5, *Workplace Information*, describes the workplace, workplace hostility, careerism, and mentoring issues. Chapter 6, *Leadership*, focuses on overall leadership and compares aspects of overall leadership to national norms. The chapter also describes the service member’s immediate supervisor.

This overview is one of a series of reports planned to present results from the 2002 WGR. In addition to this report and the *Armed Forces 2002 Sexual Harassment Survey* report⁸, a set of tabular volumes presenting members’ responses to all survey items by Service, paygrade, location, and gender is available (Greenlees, Deak, Rockwell, Lee, Perry, Willis, & Mohamed, 2003a and 2003b). Complete details of the survey development, sampling, administration, and dataset creation are reported by Willis, Lipari, and Mohamed (2002), and George and Kroeger (2003).

⁸ Gender relations research results are reported by Lipari and Lancaster (2003).

Chapter 2: Survey Methodology

This chapter describes the survey methodology for this report and for the 2002 WGR. The first section explains the survey and sample design, survey administration, and data weighting for the survey. The second section describes the estimation procedures and analytic subgroups used in this report. The third and fourth sections discuss the interpretation of scales and the presentation of results for this report.

Survey Design and Administration

Sample Design

A single-stage, stratified random sample of 60,415 service members was used for the 2002 WGR. The population of interest for the survey consisted of all active-duty members of the Army, Navy, Marine Corps, Air Force, and Coast Guard, below the rank of admiral or general, with at least 6 months of active-duty service.

The sampling frame was stratified by Service, gender, paygrade, race/ethnicity, and a measure of occupational tempo as an indicator of how likely the member was to be deployed. In addition to these stratification variables, the sample design also considered geographic location. Further details of the sample design are reported by Elig (2003).

Survey Administration

Data were collected by mail and Web⁹ with procedures designed to maximize response rates. Beginning on December 10, 2001, a notification letter explaining the survey and soliciting participation was sent to sample members. The introductory letter was followed on December 26, 2001, by a package containing the questionnaire. Approximately 2 weeks later, a third letter was sent to thank individuals who had already returned the questionnaire and to ask those who had not completed and returned the survey to do so. At approximately 2 weeks and 6 weeks after the reminder/thank you letter mailing, second and third questionnaires, with letters stressing the importance of the survey, were mailed to individuals who had not responded to previous mailings. The field closed on April 23, 2002. Details on survey administration are reported by Willis, Lipari, and Mohamed (2002).

Data Weighting

A total of 19,960 eligible members returned usable surveys. Data were weighted to reflect the active-duty population as of December 2001. A three-step process was used to produce final weights. The first step calculated base weights to compensate for variable probabilities of selection. The second step adjusted the base weights for nonresponse due to inability to determine the eligibility status of the sampled member and to the sampled member failing to return a survey. Finally, the nonresponse-adjusted weights were raked to force estimates to known population totals as of the start of data collection (December 2001). The

⁹ Except for the first notification letter, each letter included an invitation to the respondent to take the survey on the Web, rather than completing the paper version of the survey. Twenty-five percent of female respondents and 32% of male respondents completed the Web version of the survey.

responses represent an adjusted weighted response rate of 36%. Complete details of weighting and response rates are reported by Flores-Cervantes, Valliant, Harding, and Bell (2003) and Willis, Lipari, and Mohamed (2002).

Questionnaire Design

This survey was designed to provide users with timely, policy-relevant information on workplace and gender issues. The survey was constructed around a core of questions from previous surveys of DoD service members and focused on their experiences, attitudes, and demographic characteristics.

A copy of the 16-page, 90-item questionnaire is provided in Appendix A. The survey's content can be grouped into six sections:

Background – includes information on gender, race/ethnic status, education, duty status, Service, paygrade, and time in Service;

Workplace Information – includes questions on time at permanent duty station, and supervisors, leadership, and coworkers;

Mentoring – includes questions on background and helpfulness of mentors;

Readiness, Health, and Well-Being – includes questions on individual preparedness and physical and emotional health;

Gender-Related Experiences in Military – includes questions on experiences of unprofessional, gender-related behaviors, the extent to which experiences were reported and, if reported, members' satisfaction with the complaint process and outcomes;

Personnel Policy and Practices – includes questions on the amount and effectiveness of sexual harassment training received, and service members' views on current policies designed to prevent sexual harassment.

Analytic Procedures

Subgroups

The analyses underpinning the results in this report focus on providing findings for DoD as a whole and for subgroups defined by Service and paygrade group. Respondents were assigned to categories within subgroups, primarily through the answers they provided on the survey. In the case of missing data on Service and paygrade, data were imputed using administrative records.

Subgroups were constructed as follows:

Service is defined by Question 6, "In what Service are you?" The response options were Army, Navy, Marine Corps, Air Force, and Coast Guard.

Paygrade group is based on Question 7, “What is your current paygrade?” The original 20 response options were collapsed to five categories for analysis: E1-E4; E5-E9; W1-W5; O1-O3; and O4-O6.

Estimation Procedures

The 2002 WGR used a complex sample design that required weighting to produce population estimates. Standard statistical software underestimates standard errors and variances, which affect tests of statistical significance. This report uses margins of error calculated in SAS 8.0, by Taylor’s linearization variance estimation. These SAS 8.0 procedures accommodate features of complex designs and weighting.

By definition, sample surveys are subject to sampling error. Standard errors are estimates of the random variation around population parameters, such as a percentage or mean. The analysis in this report used margins of error (95% confidence intervals) to represent the degree of uncertainty introduced by the nonresponse and weighting adjustments.¹⁰

In this report, pairs of percentage estimates were compared to see if they were statistically significant. When the margin of error of the first percentage estimate overlapped the margin of error of the second percentage estimate, the difference between the two estimates was assumed not statistically significant. When the two margins of error did not overlap, the difference was deemed statistically significant.

Interpretation of Scales

Scales were composed of multiple items to measure the theoretical construct of interest. Factor analysis was used to confirm that a series of questions were relatively homogeneous and internally consistent. This analysis is a statistical technique used to determine the number of underlying dimensions contained in a set of observed variables (questions) and to identify the subset of variables that measure the same latent variable, or scale.

The mean scale scores were based on individuals who answered more than 50% of the items within the scale. In this report, scale scores typically range from 1 to 5, with the high value on each scale corresponding to what was of interest to DoD. For some scales, the high value may be a positive rating, but for others it is a negative rating. For example, higher scale scores on questions about a service member’s *Commitment* (to their Service) and *Satisfaction With Components of Military Life* indicate a more positive rating of the military environment. However, in a scale measuring perceptions of *Workplace Hostility*, higher scores indicate that the respondents perceived more examples of this type of behavior—a more negative perception. The beginning of each section includes an explanation of how to interpret the results of that scale or rate. For more information on scales, please refer to Ormerod, et al (2003).

¹⁰ The margin of error represents the degree of certainty that the percentage or mean would fall within the interval in repeated samples of the population. Therefore, if 55% of individuals selected an answer and the margin of error was ± 3 , in repeated surveyed samples from the population, in 95% of the samples, the percentage of individuals selecting the same answer would be between 52% (55 minus 3) and 58% (55 plus 3).

Presentation of Results

The only numbers that are presented in this report are those for differences that are statistically significant. The use of the word “significantly” is redundant and, therefore, not used.

The tables and figures in the report are numbered sequentially within chapters. The titles describe the subgroup and dependent variables presented in the table. Unless otherwise specified, the numbers contained in the tables are percentages, with margins of error at the end of the table.¹¹

Data Suppression

Unstable estimates in table cells were suppressed or annotated. Estimates may be unstable because of a small denominator size for that cell or large variance in the data or weights. The following rules were used:

- A cell estimate was not published if the unweighted denominator size was less than 30. These cells are annotated “NR” (Not Reported).
- A cell estimate was published with an asterisk if the denominator size was 30 to 59.
- A cell estimate was published with an asterisk if the relative standard error for that estimate was greater than 30%.

Time Comparisons

There are some questions on the 2002 survey that were also asked on the *1995 Sexual Harassment Survey (SHS)* and *1999 Survey of Active-Duty Personnel (ADS)*. These repeated measures permitted comparisons of active-duty members’ opinions during these time periods. Members of the Guard/Reserve in full-time active-duty programs (AGR/TARs) were included in the 1995 and 1999 samples, but not sampled in the 2002 survey. Therefore, for the datasets to be comparable, the results in this report for the 1995 and 1999 surveys exclude AGR/TARs.

¹¹ Tables were simplified in this report by reporting the largest margin of error for all the estimates reported in a column for the specified subgroup. Exact margins of error for specific estimates can usually be found in Greenless et al. (2003a and 2003b).

Chapter 3: Tempo and Readiness

Chapter 3 summarizes service members' PERSTEMPO (i.e., time away from permanent duty station for military duties). This includes self-reported time away from permanent duty station, number of times away, total time away, and reasons for being away. The same questions, with the exception of the number of times away, were asked in the 1999 ADS, which allow comparisons between 1999 and 2002. In addition to examining PERSTEMPO, the chapter addresses service members' readiness for wartime duties. A summary of PERSTEMPO and readiness findings is presented in the final section of this chapter. Tables supporting the analysis reported here appear in Greenlees et al. (2003a).

PERSTEMPO

Time Away From Permanent Duty Station Over the Last Year

In order to assess PERSTEMPO, service members were asked the following question:

Q25. In the past 12 months, have you been away from your permanent duty station/homeport overnight because of your military duties?

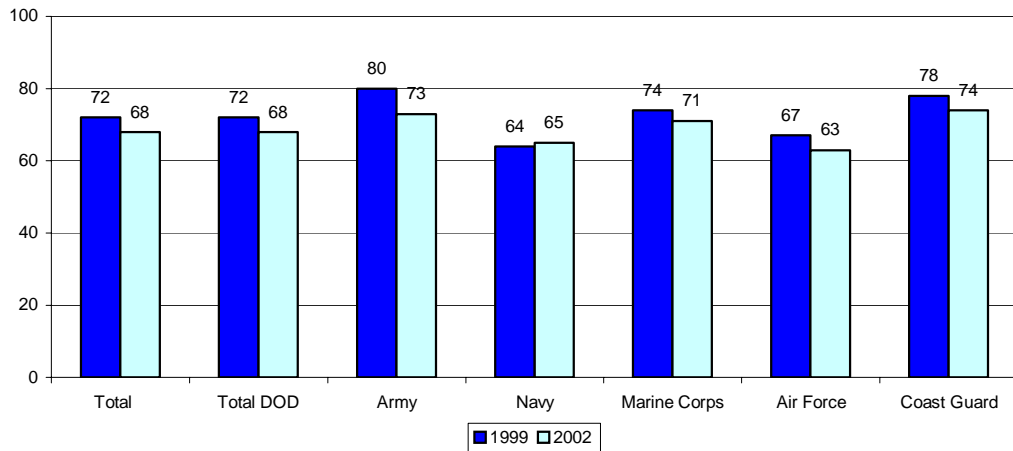
- *Yes*
- *No*

Service findings. Figure 3.1 shows the percentage of service members away from their permanent duty station by Service. Over two-thirds of all service members (68%) reported they had been away in the past 12 months. There were no significant differences found across the Services.

Service comparisons over time. Compared to 1999, there was a decline in the percentage of service members overall (2002, 68% vs. 1999, 72%) and in particular fewer Army members (2002, 73% vs. 1999, 80%) who reported spending time away from their permanent duty station.

Figure 3.1.

Percentage Away From Permanent Duty Station/Homeport During Past 12 Months due to Military Duties in 1999 and 2002, by Service



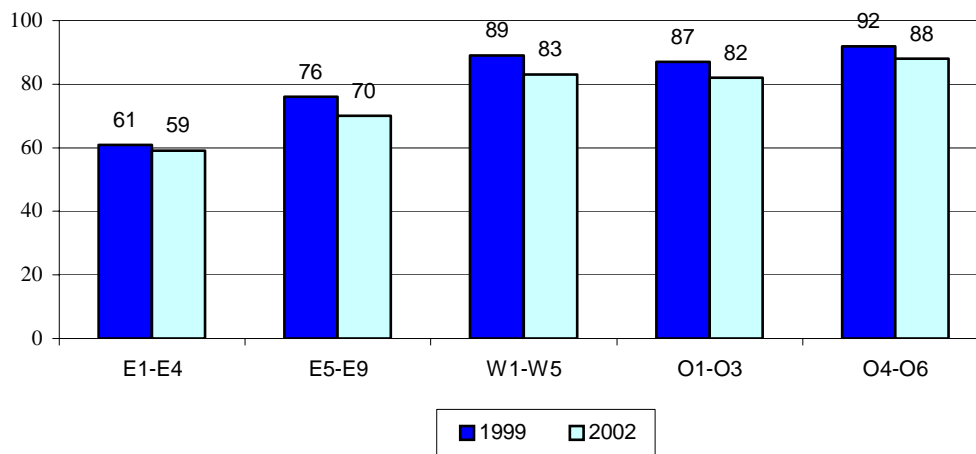
Margin of error does not exceed ± 5

Paygrade findings. Figure 3.2 shows the analysis across the paygrade groups. Fewer E1-E4s (59% vs. 70-88%) reported spending time away from their permanent duty station because of military duties in the past 12 months.

Paygrade comparisons over time. When comparing 2002 findings to those from 1999, fewer E5-E9s (2002, 70% vs. 1999, 76%), W1-W5s (2002, 83% vs. 1999, 89%), O1-O3s (2002, 82% vs. 1999, 87%), and O4-O6s (2002, 88% vs. 1999, 92%) reported spending time away from their permanent duty station.

Figure 3.2.

Percentage Away From Permanent Duty Station/Homeport During Past 12 Months due to Military Duties in 1999 and 2002, by Paygrade Groups



Margin of error does not exceed ± 5

Number of Times Away From Permanent Duty Station

Service members were also asked how many separate times they were away from their permanent duty station/homeport for at least one night because of their military duties.

Q26. During the past 12 months, how many separate times were you away from your permanent duty station/homeport for at least one night because of your military duties?

- 1-2 times
- 3-4 times
- 5-6 times
- 7-8 times
- 9-10 times
- 11-12 times
- 13-24 times
- 25 times or more

For purposes of this report, response categories were recoded to the mean of the response category, with the final category set to 25. Respondents who indicated, on Question 25, they had not been away from their permanent duty station were set to zero for these analyses. The following comparisons are based on mean times away.

Table 3.1 shows the average number of times away by Service and paygrade group. Overall, service members reported being away 5.4 times from their permanent duty station/homeport during the 12 months prior to filling out the survey. Air Force members were away fewer times (3.2) than members from other Services (6.0-6.9 times). In addition, junior

enlisted members were away fewer times (E1-E4, 4.5 times) than members from other paygrade groups (5.6 -7.3 times).

Table 3.1.

Average Number of Times Away From Permanent Duty Station/Homeport During Past 12 Months due to Military Duties, by Service and Paygrade Groups

	Average Number of Times Away
Total	5.4
Total DoD	5.4
Service	
Army	6.0
Navy	6.4
Marine Corps	6.1
Air Force	3.2
Coast Guard	6.9
Paygrade	
E1-E4	4.5
E5-E9	5.6
W1-W5	6.7
O1-O3	6.7
O4-O6	7.3
Margin of Error	± 0.8

Total Length of Time Away From Permanent Duty Station

The following question asked service members the total length of time they were away from their permanent duty station/homeport because of their military duties:

Q28. In the past 12 months, what was the total length of time you were away from your permanent duty station/homeport because of your military duties? Add up all nights away from your permanent duty station.

- *Less than 1 month*
- *1 month to less than 3 months*
- *3 months to less than 5 months*
- *7 months to less than 10 months*
- *10 to 12 months*

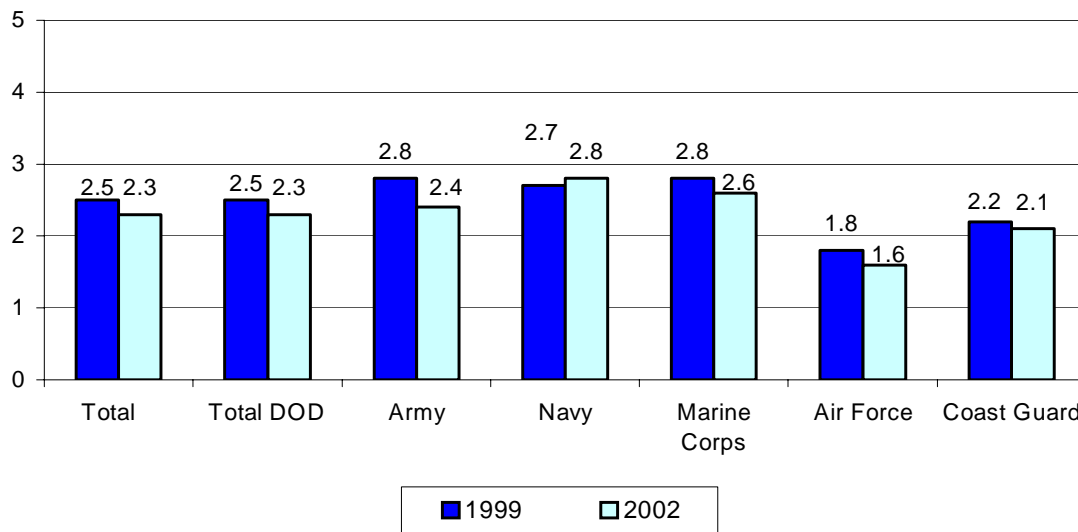
For purposes of this report, response categories were recoded to the mean, with the first category (*less than 1 month*) set to .5 months. Respondents who indicated, on Question 25, they had not been away from their permanent duty station were set to zero for these analyses. The following comparisons are based on mean length of time.

Service findings. Figure 3.3 shows the average months away by Service. Service members indicated they were away an average of 2.3 months in the 12 months prior to filling out the survey. Air Force members (1.6 months) were away for less time than members from other Services (2.1-2.8 months).

Service findings over time. Compared to 1999, Army members (2002, 2.4 months vs. 1999, 2.8 months) and Air Force members (2002, 1.6 months vs. 1999, 1.8 months) reported spending less time away from their permanent duty station.

Figure 3.3.

Average Months Away From Permanent Duty Station/Homeport During Past 12 Months due to Military Duties in 1999 and 2002, by Service



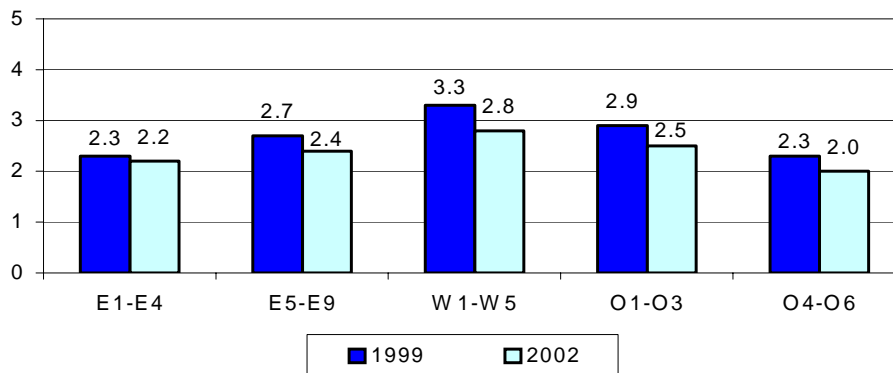
Margin of error does not exceed ± 0.4

Paygrade findings. Figure 3.4 shows average months away by paygrade groups. There were no differences across the paygrade groups.

Paygrade findings over time. A comparison of 2002 to 1999 shows E5-E9s (2002, 2.4 months vs. 1999, 2.7 months), W1-W5s (2002, 2.8 months vs. 1999, 3.3 months), O1-O3s (2002, 2.5 months vs. 1999, 2.9 months), and O4-O6s (2002, 2.0 months vs. 1999, 2.3 months) reported spending less time away from their permanent duty station.

Figure 3.4.

Average Months Away From Permanent Duty Station/Homeport During Past 12 Months due to Military Duties in 1999 and 2002, by Paygrade Groups



Margin of error does not exceed ± 0.4

Reasons for Being Away

Service members who had been away from their permanent duty stations during the past year were asked to indicate the types of military roles and missions in which they had participated while they were away and the time they spent in these activities.

Q27. During the past 12 months, how long were you away from your permanent duty station/homeport for the following military duties? Assign each of your nights away to only one type of military duty.

- *Operation Enduring Freedom*
- *Peacekeeping or other contingency operation*
- *Foreign humanitarian assistance missions*
- *Unit training at combat training center*
- *Counter drug operations*
- *Domestic disaster or civil emergency*
- *Time at sea (other than for the above)*
- *Other time at sea (other than for the above)*
- *Joint training/field exercises/alerts (other than for the above)*
- *Military education (other than for the above)*
- *Other TDYs/TADs*

For the purposes of this report, responses were recoded to *yes (some time away)* and *no (no time away)*. Percentages that appear in tables in this section indicate the percentage of all Service members who had participated in these types of missions in the 12 months prior to filling out the survey. The same question was asked in the *1999 ADS*, which allowed comparisons of reasons for being away between the 1999 and 2002 periods. Tables 3.2 and 3.3 show reasons for being away by Service and paygrade groups.

Service findings. Overall, more service members were away for *other TDYs/TADs* (38%), *joint training/field exercises/alerts* (29%), *unit training at combat training centers* (26%), and *military education* (24%) than for other duties requiring them to be away. More Navy members were away for *Operation Enduring Freedom* (20% vs. 6-14%), *time at sea for scheduled deployments* (33% vs. 0-26%), and *other time at sea* (29% vs. 0-17%), while fewer Navy members were away for *other TDYs/TADs* (30% vs. 38-51%) than members from other Services. More Coast Guard members were away for *counter drug operations* (20% vs. 1-4%), *domestic disaster or civil emergency* (12% vs. 1-6%), *military education* (35% vs. 20-25%), and *other TDYs/TADs* (51% vs. 30-44%) than members from other Services. More Army members were away for *joint training/field exercises/alerts* (44% vs. 14-37%), but fewer Army members were away for *Operation Enduring Freedom* (6% vs. 9-20%) than members from other Services.

Service findings over time. Overall, compared to 1999, there was a decline in the percentage of service members who were away for *peacekeeping or other contingency operations*, *foreign humanitarian assistance missions*, *unit training at combat centers*, *domestic disaster or civil emergency*, *joint training/field exercises/alerts*, and *military education*. The largest decrease was for *peacekeeping or other contingency operations*, with a drop from 20% in 1999 to 14% in 2002.

Several findings were specific to the Service(s) and missions. Fewer Army and Air Force members indicated they were away for *peacekeeping or other contingency operations* in 2002 than in 1999, with a larger decline among Air Force members — a decline of 12 percentage points. In addition, there was a small decline (3 and 5 percentage points) in the percentage of Army and Air Force members who indicated they were away for *foreign humanitarian assistance missions* and a small decline (approximately 2 percentage points) in the percentage of Army, Marine Corps, and Air Force members who were away for *domestic disaster or civil emergency*. Other findings include fewer members in the Services, except Coast Guard, indicated being away for *unit training at combat training centers*, with the largest decline among Marine Corps members — a decline of 13 percentage points. In addition, there was a slight decline (approximately 7 percentage points) in the percentage of Army, Air Force, and Coast Guard members who indicated they were away for *joint training/field exercises/alerts*. Lastly, fewer Army, Navy, Air Force, and Coast Guard members reported being away for *military education*, with the largest decline among Coast Guard members — a decline of 10 percentage points.

Table 3.2.
Percentage Away for Type of Military Duty in 1999 and 2002, by Service

	Total		DoD								Coast Guard	
			Total DoD		Army		Navy		Marine Corps		Air Force	
	99	02	99	02	99	02	99	02	99	02	99	02
Operation Enduring Freedom	NA	11	NA	11	NA	6	NA	20	NA	9	NA	14
Peacekeeping or other contingency operation	20	14	20	14	20	14	18	15	11	9	26	14
Foreign humanitarian assistance mission	7	4	7	4	6	3	8	6	7	6	7	2
Unit training at combat training center	34	26	34	26	47	38	25	19	48	35	20	15
Counter drug operation	3	2	2	2	2	2	4	4	2	1*	2	1
Domestic disaster or civil emergency	4	3	4	3	4	2	5	6	4	2	3	1
Time at sea for scheduled deployments	12	12	12	12	1	1	32	33	19	18	0	0*
Other time at sea	9	10	9	10	1	1	27	29	10	9	0	0
Joint training/field exercises/alerts	35	29	36	30	51	44	26	23	41	37	22	15
Military education	29	24	28	23	31	24	24	20	27	23	30	25
Other TDYs/TADs	38	38	38	38	38	38	31	30	40	41	44	44
Margin of Error	± 1	± 1	± 1	± 2	± 2	± 3	± 2	± 3	± 3	± 3	± 2	± 2

* Low precision and/or unweighted denominator size between 30 and 59.

Paygrade findings. Fewer senior officers (O4-O6) reported they were away from their permanent duty station in the past 12 months because of *unit training at combat training centers* (17% vs. 25-29%), while more senior officers reported they were away because of *other TDYs/TADs* (79% vs. 23-63%) than members of other paygrade groups. In addition, fewer E1-E4s (14% vs. 28-35%) indicated they were away because of *military education* than members of other paygrade groups.

Paygrade findings over time. Across all paygrade groups and time, there was a decline in the percentage of service members who were away for *peacekeeping or other contingency operations*, *unit training at combat training centers*, and *military education*. Although the percentages declined across the paygrade groups, warrant officers exhibited the greatest decline in *peacekeeping or other contingency operations* (2002, 14% vs. 1999, 23%) and *unit training at combat training centers* (2002, 29% vs. 1999, 41%). In terms of *military education* across paygrade groups, O4-O6s (2002, 29% vs. 1999, 41%) showed the largest decline – a decline of 12 percentage points.

A comparison of 2002 to 1999 indicates a similar decline in the percentage of members within paygrade groups, except warrant officers, who were away for *foreign humanitarian assistance missions*. There also was a small decline in the percentage of warrant officers who were away for *counter drug operations*, warrant officers and O1-O3s who were away for *domestic disaster or civil emergency*, and E5-E9s and O4-O6s who were away for *other TDYs/TADs*. In addition, across all paygrade groups and time, except for O4-O6s, there was a decrease in the percentage of service members who were away for *joint training/field exercises/alerts* – with the largest decline of 14 percentage points among warrant officers.

Table 3.3.
Percentage Away for Type of Military Duty in 1999 and 2002, by Paygrade Groups

	Enlisted Personnel				Warrant Officers		Commissioned Officers			
	E1-E4		E5-E9		W1-W5		O1-O3		O4-O6	
	1999	2002	1999	2002	1999	2002	1999	2002	1999	2002
Operation Enduring Freedom	NA	12	NA	11	NA	9	NA	11	NA	10
Peacekeeping or other contingency operation	18	13	22	15	23	14	21	12	16	10
Foreign humanitarian assistance mission	7	4	7	4	6	3	5	3	5	3
Unit training at combat training center	36	28	33	25	41	29	35	28	21	17
Counter drug operation	2	2	3	3	6	3	3	3	3	3
Domestic disaster or civil emergency	4	3	4	4	7	3	5	2	4	4
Time at sea for scheduled deployments	13	14	12	12	7	6	11	10	6	5
Other time at sea	8	10	10	10	7	8	10	10	7	7
Joint training/field exercises/alerts	37	33	34	27	48	34	37	28	29	26
Military education	17	14	35	28	41	32	45	35	41	29
Other TDYs/TADs	22	23	43	40	66	63	59	59	83	79
Margin of Error	± 2	± 2	± 2	± 2	± 4	± 6	± 2	± 3	± 2	± 3

Wartime Preparedness

This survey included measures of members' perceived preparedness. The specific measures used to assess service members' perceived preparedness for wartime were:

Q45. Taking into account your training and experience, how well prepared are you to perform your wartime job?

Q46. How well prepared are you physically to perform your wartime job?

Service members responded using a five-point scale: *very well prepared*, *well prepared*, *neither well nor poorly prepared*, *poorly prepared*, and *very poorly prepared*. For the purposes of this report, *very well prepared* and *well prepared* were combined and are the focus of these analyses reported here.

Table 3.4 shows wartime preparedness by Service. A majority of service members reported they not only were physically prepared (81%), but also were prepared for wartime in terms of training and experience (77%). Across the Services, fewer Coast Guard members reported they were physically prepared (69% vs. 80-83%) for wartime, and fewer reported that their experience and training (65% vs. 74-80%) had them prepared for wartime.

Table 3.4.
Percentage Indicating They Were Very Well Prepared/Well Prepared for Wartime, by Service

	Total	DoD					Coast Guard
		Total DoD	Army	Navy	Marine Corps	Air Force	
Training and experience	77	77	74	80	78	77	65
Physically	81	81	80	82	83	80	69
<i>Margin of Error</i>	<i>±1</i>	<i>±1</i>	<i>±2</i>	<i>±2</i>	<i>±3</i>	<i>±2</i>	<i>±4</i>

Table 3.5 shows wartime preparedness by paygrade groups. More senior enlisted members (E5-E9, 84%) and senior commissioned officers (O4-O6, 86%) reported being prepared for wartime in terms of experience and training than junior enlisted (E1-E4, 67%) and junior commissioned officers (O1-O3, 72%). In terms of physical preparedness, fewer junior enlisted members (E1-E4, 78%) indicated they were physically prepared for wartime than members from other paygrade groups (81-85%).

Table 3.5.
Percentage Indicating They Were Very Well Prepared/Well Prepared for Wartime, by Paygrade Groups

	Enlisted Personnel		Warrant Officers	Commissioned Officers	
	E1-E4	E5-E9	W1-W5	O1-O3	O4-O6
Training and experience	67	84	88	72	86
Physically	78	81	84	85	85
<i>Margin of Error</i>	± 2	± 2	± 4	± 3	± 2

Summary

Chapter 3 presents findings for service members' PERSTEMPO (i.e., time away from permanent duty station for military duties), reasons for being away from their permanent duty station, and perceptions of wartime preparedness.

Overall

PERSTEMPO. In 2002, service members reported being away an average of 5.4 times and an average of 2.3 months during the 12 months prior to filling out the survey. There was a slight decline in the percentage of service members (2002, 68% vs. 1999, 72%) who spent time away since 1999.

Reasons for being away. In general, more service members were away for *other TDYs/TADs* (38%), *joint training/field exercises/alerts* (29%), *unit training at combat training centers* (26%), and *military education* (24%) than for other duties requiring them to be away.

- Compared to 1999, there was a slight decline in the percentage of service members who were away for *peacekeeping or other contingency operations*, *foreign humanitarian assistance missions*, *unit training at combat centers*, *domestic disaster or civil emergency*, *joint training/field exercises/alerts*, and *military education* with the largest decrease (6 percentage points) for *peacekeeping or other contingency operations*.

Wartime preparedness. In terms of wartime preparedness, a majority of service members reported they were physically prepared (81%) for wartime and that they were prepared to perform their wartime job based on their training and experience (77%).

Service Findings

PERSTEMPO. Air Force members were away fewer times (3.2 times vs. 6.0-6.9 times) and for less time (1.6 vs. 2.1-2.8 months) than members from the other Services. Compared to 1999, fewer Army members reported being away (2002, 73% vs. 1999, 80%) and, on average, were away for less time (2002, 2.4 months vs. 1999, 2.8 months) from their permanent duty station.

Reasons for being away. More Navy members were away for *Operation Enduring Freedom* (20% vs. 6-14%), *time at sea for scheduled deployments* (33% vs. 0-26%), and *other time at sea* (29% vs. 0-17%) while fewer Navy members were away for *other TDYs/TADs* (30% vs. 38-51%) than members from other Services.

- More Coast Guard members were away for *counter drug operations* (20% vs. 1-4%), *domestic disaster or civil emergency* (12% vs. 1-6%), *military education* (35% vs. 20-25%), and *other TDYs/TADs* (51% vs. 30-44%) than members from other Services.
- More Army members were away for *joint training/field exercises/alerts* (44% vs. 14-37%), but fewer Army members were away for *Operation Enduring Freedom* (6% vs. 9-20%) than members from other Services.

Reasons for being away over time. Compared to 1999, there was a decline in the percentage of Army and Air Force members who indicated they were away for *peacekeeping or other contingency operations*, with a larger decline among Air Force members of 12 percentage points.

- Compared to 1999, fewer members in the Services, except Coast Guard, indicated being away for *unit training at combat training centers*, with the largest decline among Marine Corps members – a decline of 13 percentage points.
- Compared to 1999, fewer Army, Navy, Air Force, and Coast Guard members reported being away for *military education*, with the largest decline (10 percentage points) among Coast Guard members.

Wartime preparedness. Fewer Coast Guard members reported they were physically prepared (69% vs. 80-83%) for wartime and fewer reported their experience and training (65% vs. 74-80%) had them well prepared for wartime.

Paygrade Findings

PERSTEMPO. In 2002, junior enlisted (E1-E4, 4.5 times) were away fewer times than members from other paygrade groups (5.6-7.3 times). Compared to 1999, fewer E5-E9s (2002, 70% vs. 1999, 76%), W1-W5s (2002, 83% vs. 1999, 89%), O1-O3s (2002, 82% vs. 1999, 87%), and O4-O6s (2002, 88% vs. 1999, 92%) reported they spent any time away from their permanent duty station. In addition, E5-E9s (2002, 2.4 months vs. 1999, 2.7 months), W1-W5s (2002, 2.8 months vs. 1999, 3.3 months), O1-O3s (2002, 2.5 months vs. 1999, 2.9 months), and O4-O6s (2002, 2.0 months vs. 1999, 2.3 months) reported spending less time away from their permanent duty station.

Reasons for being away. Fewer senior officers (O4-O6) reported they were away because of *unit training at combat training centers* (17% vs. 25-29%). More senior officers reported they were away because of *other TDYs/TADs* (79% vs. 23-63%) than members of other paygrade groups. In addition, fewer E1-E4s (14% vs. 28-35%) indicated they were away because of *military education* than members of other paygrade groups.

- Across all paygrade groups and time, there was a decline in the percentage of service members who were away for *peacekeeping or other contingency operations*, *unit training at combat training centers*, and *military education*. Although the percentages declined across the paygrade groups, warrant officers exhibited the greatest decline in the percentage who spent time in *peacekeeping or other contingency operations* (2002, 14% vs. 1999, 23%) and *unit training at combat training centers* (2002, 29% vs. 1999, 41%).
- In terms of *military education*, O4-O6s (2002, 29% vs. 1999, 41%) showed the largest decline of 12 percentage points. In addition, across all paygrade groups and time, except for O4-O6s, there was a decrease in the percentage of members who were away for *joint training/field exercises/alerts* – with the largest decline of 14 percentage points among warrant officers.

Wartime preparedness. More senior enlisted members (E5-E9, 84% vs. E1-E4, 67%) and senior commissioned officers (O4-O6, 86% vs. O1-O3, 72%) reported being well prepared for wartime in terms of experience and training. In addition, fewer junior enlisted members (E1-E4, 78%) indicated they were physically prepared for wartime than members from other paygrade groups (81-85%).

Chapter 4: Satisfaction, Commitment, Expectations, and Retention Intention

Chapter 4 examines service members' responses to questions on satisfaction with components of military life, satisfaction with coworkers and work, commitment to their Service, and expectations of military life and work. In addition, the chapter presents findings on service members' stated intent to remain in the military and discusses their actions taken to leave the military. This chapter includes analyses of several scales. For complete details on the development of scales, refer to Ormerod et al. (2003). A summary of findings is presented in the final section of this chapter. Tables supporting the analysis reported here appear in Greenlees et al. (2003a).

Members' Satisfaction With Components of Military Life

In order to evaluate satisfaction with various aspects of military life, service members were asked the following question:

Q16. Indicate the extent to which you are satisfied with each of the following:

- *Basic pay*
- *Special and incentive pay including bonuses*
- *Basic Allowance for Subsistence (BAS)*
- *Basic Allowance for Housing (BAH)*
- *Retirement pay you would get*
- *Cost of living adjustments (COLA) to retirement pay*
- *Availability of medical care for yourself*
- *Availability of medical care for your family*
- *Quality of the medical care for yourself*
- *Quality of the medical care for your family*
- *Out of pocket costs for medical care*
- *Availability of child care*
- *Quality of child care*
- *Affordability of child care*
- *Family support services*
- *Quality of your current residence*
- *Quality of your work environment (i.e., space, cleanliness, and maintenance and repair)*
- *Opportunities for civilian education*
- *Opportunities for professional development*
- *Level of care and concern shown by supervisors for subordinates*
- *Quality of leadership*
- *Your career, in general*

Satisfaction With Compensation, Medical Care, and Child Care

Three scales were created using the first 12 survey items: Compensation Satisfaction, Medical Care Satisfaction, and Child Care Satisfaction. The Compensation Satisfaction scale includes survey items on basic pay, special and incentive pay, Basic Allowance for Subsistence (BAS), Basic Allowance for Housing (BAH), retirement pay, and cost of living adjustments to retirement. The Medical Care Satisfaction scale includes survey items on availability and quality of the service members' and their families' medical care and out-of-pocket costs. The Child Care Satisfaction scale includes survey items on availability, quality, and affordability of child care. The response options to these items ranged from 1 – *very dissatisfied* to 5 – *very satisfied*. A higher scale score indicates the service member was more satisfied.

The scale scores, by Service, are provided in Table 4.1. The overall service members' rating of Medical Care Satisfaction (3.4) was higher than Compensation Satisfaction (2.9) and Child Care Satisfaction (2.9). There were no differences across the Services.

Table 4.1.
Average Satisfaction With Compensation, Medical Care, and Child Care, by Service

	Total	DoD					Coast Guard
		Total DoD	Army	Navy	Marine Corps	Air Force	
Compensation Satisfaction	2.9	2.9	2.8	3.0	2.8	3.0	3.1
Medical Care Satisfaction	3.4	3.4	3.4	3.5	3.4	3.5	3.4
Child Care Satisfaction	2.9	2.9	2.8	3.0	3.0	3.0	2.7
<i>Margin of Error</i>	<i>±0.1</i>	<i>±0.1</i>	<i>±0.1</i>	<i>±0.1</i>	<i>±0.1</i>	<i>±0.1</i>	<i>±0.1</i>

The scale scores, by paygrade groups, are provided in Table 4.2. Commissioned officers' ratings of Compensation Satisfaction (O1-O3, 3.2 and O4-O6, 3.3) were higher than ratings from members of other paygrade groups (2.7-2.9).

Table 4.2.
Average Satisfaction With Compensation, Medical Care, and Child Care, by Paygrade Groups

	Enlisted Personnel		Warrant Officers	Commissioned Officers	
	E1-E4	E5-E9	W1-W5	O1-O3	O4-O6
Compensation Satisfaction	2.9	2.8	2.7	3.2	3.3
Medical Care Satisfaction	3.6	3.3	3.2	3.5	3.4
Child Care Satisfaction	3.0	2.9	2.9	3.0	3.2
<i>Margin of Error</i>	<i>±0.1</i>	<i>±0.1</i>	<i>±0.2</i>	<i>±0.1</i>	<i>±0.1</i>

Satisfaction With Other Components of Military Life

The remaining items in Question 16 did not measure a theoretical construct of interest (or a scale) and, therefore, are presented separately. Table 4.3 provides mean scores on the remaining components of military life, by Service. Overall, service members' ratings of satisfaction with their *career, in general* (3.6) were higher than those for any other component of military life (3.1-3.5). Although Army members' ratings were favorable, Army members' ratings of satisfaction with the *quality of their work environment* (3.0 vs. 3.2-3.6), *opportunities for professional development* (3.2 vs. 3.3-3.5), *level of care and concern shown by supervisors* (3.0 vs. 3.2-3.4), and *quality of leadership* (3.0 vs. 3.1-3.3) were lower than ratings from members of other Services. Coast Guard members' ratings of satisfaction with *quality of their current residence* (3.8 vs. 3.2-3.6) and their *career, in general* (3.8 vs. 3.5-3.7) were higher than ratings from members of other Services. In addition, Air Force members' (3.7) rating of satisfaction with *family support services* was higher than ratings from members of other Services (3.3-3.5).

Table 4.3.
Average Satisfaction With Other Components of Military Life, by Service

	Total	DoD					Coast Guard
		Total DoD	Army	Navy	Marine Corps	Air Force	
Family support services	3.5	3.5	3.3	3.5	3.4	3.7	3.3
Quality of your current residence	3.5	3.5	3.3	3.6	3.2	3.6	3.8
Quality of work environment	3.3	3.3	3.0	3.5	3.2	3.5	3.6
Opportunities for civilian education	3.3	3.3	3.1	3.5	3.2	3.5	3.5
Opportunities for professional development	3.4	3.3	3.2	3.5	3.3	3.5	3.4
Level of care and concern shown by supervisors	3.2	3.2	3.0	3.3	3.2	3.4	3.4
Quality of leadership	3.1	3.1	3.0	3.1	3.3	3.2	3.3
Your career, in general	3.6	3.6	3.5	3.6	3.5	3.7	3.8
<i>Margin of Error</i>	<i>±0.1</i>	<i>±0.1</i>	<i>±0.1</i>	<i>±0.1</i>	<i>±0.1</i>	<i>±0.1</i>	<i>±0.1</i>

Table 4.4 provides the mean scores on other components of military life by paygrade groups. Compared to enlisted members' ratings, commissioned officers' ratings of satisfaction with *quality of their current residence* (O1-O3, 3.9 and O4-O6, 3.9 vs. E1-E4, 3.2 and E5-E9, 3.6) and *quality of work environment* (O1-O3, 3.5 and O4-O6, 3.5 vs. E1-E4, 3.2 and E5-E9, 3.3) were higher. In addition, commissioned officers rated the following components of military life higher than enlisted members: *opportunities for professional development* (O1-O3, 3.6 and O4-O6, 3.7 vs. E1-E4, 3.2 and E5-E9, 3.4), *level of care and concern shown by supervisors* (O1-O3, 3.5 and O4-O6, 3.6 vs. E1-E4, 3.0 and E5-E9, 3.2), and *quality of leadership* (O1-O3, 3.4 and O4-O6, 3.5 vs. E1-E4, 3.0 and E5-E9, 3.1). In addition, E1-E4s' ratings of satisfaction with *opportunities for civilian education* (3.1 vs. 3.3-3.6) and their *career, in general* (3.3 vs. 3.7-4.0) were lower than ratings from members of other paygrade groups.

Table 4.4.
Average Satisfaction With Other Components of Military Life, by Paygrade Groups

	Enlisted Personnel		Warrant Officers	Commissioned Officers	
	E1-E4	E5-E9	W1-W5	O1-O3	O4-O6
Family support services	3.5	3.5	3.4	3.5	3.5
Quality of your current residence	3.2	3.6	3.7	3.9	3.9
Quality of work environment	3.2	3.3	3.3	3.5	3.5
Opportunities for civilian education	3.1	3.4	3.3	3.5	3.6
Opportunities for professional development	3.2	3.4	3.3	3.6	3.7
Level of care and concern shown by supervisors	3.0	3.2	3.4	3.5	3.6
Quality of leadership	3.0	3.1	3.3	3.4	3.5
Your career, in general	3.3	3.7	3.9	3.8	4.0
<i>Margin of Error</i>	<i>±0.1</i>	<i>±0.1</i>	<i>±0.2</i>	<i>±0.1</i>	<i>±0.1</i>

Satisfaction With Coworkers and Work

In order to evaluate coworker and work satisfaction, service members were asked the following question:

Q39. To what extent do you agree or disagree with the following statements about...

The People You Work With

- *There is very little conflict among your coworkers*
- *You like your coworkers*
- *Your coworkers put in the effort required for their jobs*
- *You are satisfied with the relationships you have with your coworkers*
- *The people in your work group tend to get along*
- *The people in your work group are willing to help each other*

The Work You Do

- *Your work provides you with a sense of pride*
- *Your work makes good use of your skills*
- *Your present assignment is good for your military career*
- *You like the kind of work you do*
- *Your job gives you the chance to acquire valuable skills*
- *You are satisfied with your job as a whole*

Two scales were created using the survey items. The Coworker Satisfaction scale includes survey items on satisfaction with coworker conflicts, satisfaction with coworker relationships, coworker work efforts, coworker relationships, work group compatibility, and helpfulness of coworkers. The Work Satisfaction scale includes survey items on sense of pride, use of skills, career suitability, work enjoyment, valuable skills, and overall job satisfaction. The response options to these items ranged from 1 – *strongly disagree* to 5 – *strongly agree*. A higher scale score indicates the service member more strongly agreed with positive statements about their coworkers and work (i.e., was more satisfied).

Scale scores, by Service, are provided in Table 4.5. Overall, service members equally rated their Coworker Satisfaction (3.6) and their Work Satisfaction (3.5). These scores did not vary by Service.

Table 4.5.
Average Satisfaction With Coworkers and Work, by Service

	Total	DoD					Coast Guard
		Total DoD	Army	Navy	Marine Corps	Air Force	
Coworker Satisfaction	3.6	3.6	3.6	3.6	3.5	3.7	3.7
Work Satisfaction	3.5	3.5	3.5	3.6	3.5	3.6	3.7
<i>Margin of Error</i>	± 0.1	± 0.1	± 0.1	± 0.1	± 0.1	± 0.1	± 0.1

Scale scores, by paygrade groups, are provided in Table 4.6. E1-E4s' ratings of Coworkers Satisfaction (3.4 vs. 3.7-4.0) and Work Satisfaction (3.3 vs. 3.7-4.0) were somewhat less favorable than members' ratings from other paygrade groups.

Table 4.6.
Average Satisfaction With Coworkers and Work by, Paygrade Groups

	Enlisted Personnel		Warrant Officers	Commissioned Officers	
	E1-E4	E5-E9	W1-W5	O1-O3	O4-O6
Coworker Satisfaction	3.4	3.7	3.9	3.9	4.0
Work Satisfaction	3.3	3.7	4.0	3.8	3.8
<i>Margin of Error</i>	± 0.1	± 0.1	± 0.2	± 0.1	± 0.1

Commitment to Service

In order to evaluate commitment to the Service, service members were asked whether or not they agreed with statements about their Service.

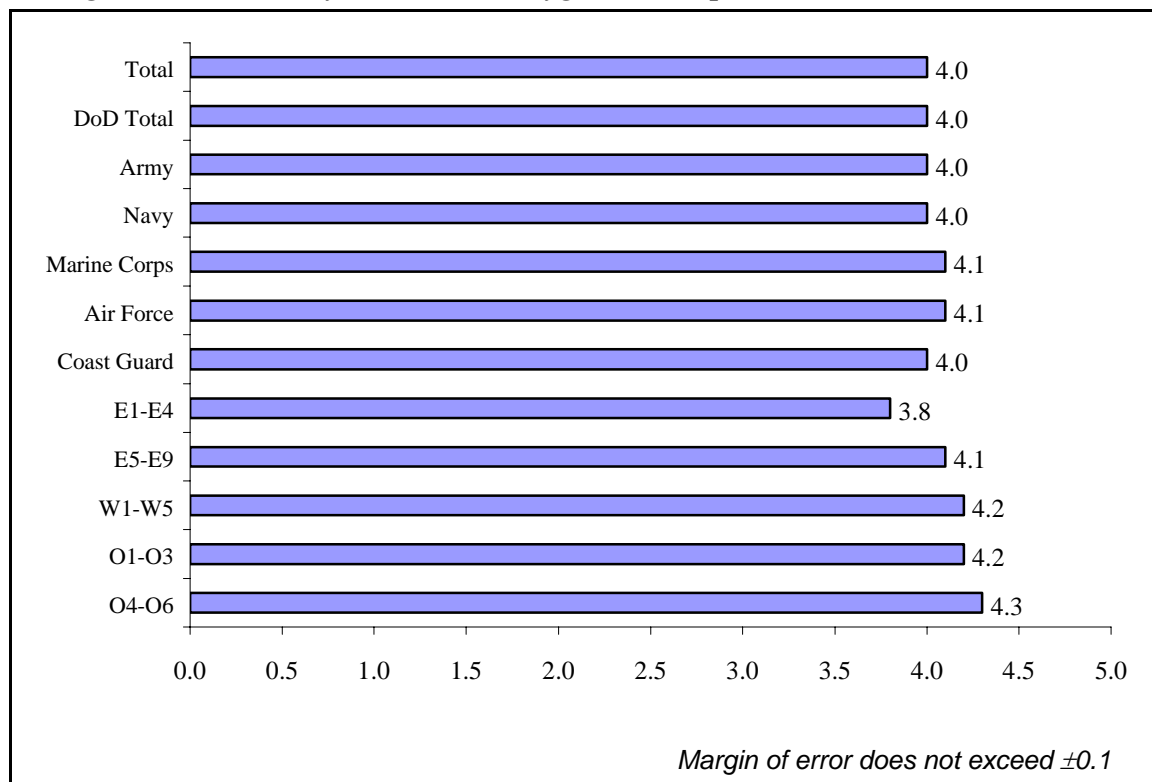
Q17. Indicate the extent to which you agree or disagree with the following statements about your service:

- *Being a member of your Service inspires you to do the best job you can*
- *You are willing to make sacrifices to help your Service*
- *You are glad that you are part of your Service*
- *You are NOT willing to put yourself out to help your Service*

The Commitment scale was created using the first three survey items that were relatively homogenous. The Commitment scale includes survey items that ask service members if their Service inspires them to do their best, if they are willing to make sacrifices to help their Service, and if they are glad to be part of their Service. The response options on these items ranged from 1 – *strongly disagree* to 5 – *strongly agree*. A higher scale score indicates the service member more strongly agrees with positive statements about commitment to their Service.

The Commitment scale scores are provided in Figure 4.1. The total rating of Commitment to the Services (4.0) was favorable. There were no differences across the Services. Ratings by E1-E4s (3.8), while still favorable, were lower than ratings of members from other paygrade groups (4.1-4.3).

Figure 4.1.
Average Commitment, by Service and Paygrade Groups



Expectations of Military Life and Work

In order to examine expectations of life and work, service members were asked the following questions:

Q14. In general, has your life been better or worse than you expected when you first entered the military?

Q15. In general, has your work been better or worse than you expected when you first entered the military?

The response options to these items ranged from 1 – *much worse* to 5 – *much better*. For the purposes of this report, *much better*, *somewhat better*, and *as expected* have been combined and are the focus of the analyses reported here. The same questions on expectations of military life and work were included in the 1999 ADS, which allows for comparisons between 1999 and 2002. The percentages are provided in Table 4.7-4.8.

Service findings. Overall, a majority of service members reported their life (83%) and work (74%) met or exceeded their expectations since first entering the military. More Air Force members (87%) reported their life in the military met or exceeded their expectations than members from other DoD Services (80-83%).

Service findings over time. More service members in 2002 reported their life (2002, 83% vs. 1999, 72%) and work (2002, 74% vs. 1999, 69%) met or exceeded their expectations than in 1999.

Table 4.7.
Percentage Indicating Life and Work Were Much Better/Somewhat Better/as Expected in 1999 and 2002, by Service

	Total		DoD								Coast Guard			
			Total DoD		Army		Navy		Marine Corps				Air Force	
	99	02	99	02	99	02	99	02	99	02	99	02	99	02
Life	72	83	72	83	71	80	72	83	72	80	76	87	75	88
Work	69	74	69	74	67	71	69	78	69	74	69	74	75	82
Margin of Error	±1	±1	±1	±1	±2	±2	±2	±2	±3	±3	±2	±2	±3	±3

Paygrade findings. Fewer E1-E4s reported their life (73% vs. 87-90%) and work (66% vs. 75-85%) either met or exceeded their expectations since entering the military than members from other paygrade groups.

Paygrade findings over time. In terms of life expectations, across each paygrade group, more service members in 2002 reported their life met or exceeded their expectations than in 1999. With regard to work expectations, across each paygrade group, with the exception of warrant officers, more service members in 2002 indicated that their work in the military met or exceeded their expectations.

Table 4.8.
Percentage Indicating Life and Work Were Much Better/Somewhat Better/as Expected in 1999 and 2002, by Paygrade Groups

	Enlisted Personnel				Warrant Officers		Commissioned Officers			
	E1-E4		E5-E9		W1-W5		O1-O3		O4-O6	
	1999	2002	1999	2002	1999	2002	1999	2002	1999	2002
Life	64	73	79	89	81	89	76	87	82	90
Work	62	66	74	80	80	85	68	75	78	84
<i>Margin of Error</i>	± 2	± 2	± 1	± 2	± 3	± 4	± 2	± 3	± 2	± 2

Stated Retention Intention

To examine retention intention, service members were asked the following question.

Q11. Assuming you could stay on active duty, how likely is it that you would choose to do so?

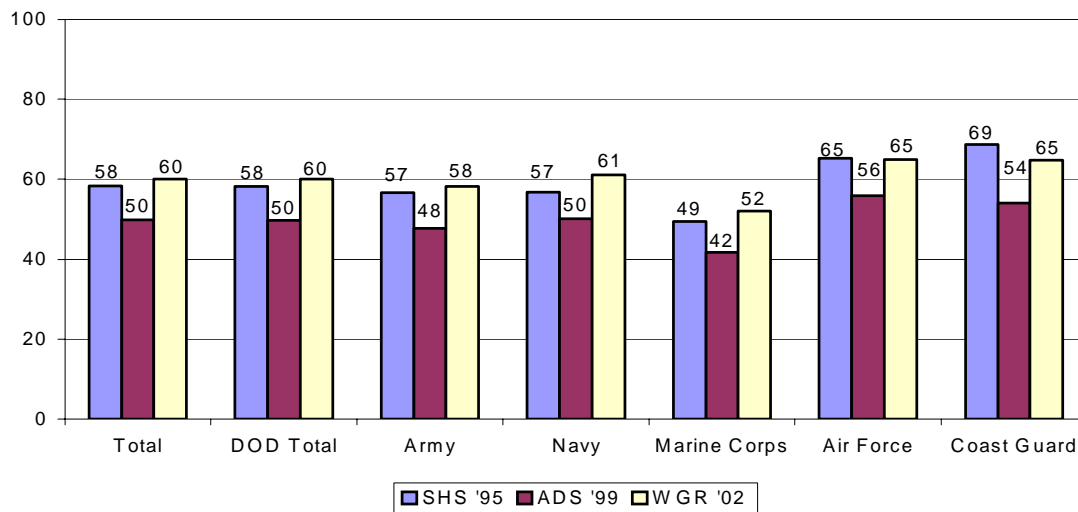
Service members responded using a scale with five categories: *very likely*, *likely*, *neither likely nor unlikely*, *unlikely*, and *very unlikely*. For the purposes of this report, *very likely* and *likely* have been combined and are the focus of the analyses reported here. The same question was also asked in the *1999 ADS* and *1995 SHS*. These repeated measures allow comparisons of active-duty members' likelihood to stay on active duty during these time frames.

Service findings. Figure 4.2 shows the likelihood of service members staying on active duty, by Service. In 2002, a majority of service members (60%) reported they were more likely to stay on active duty, if given the choice. Air Force members (65% vs. 52-61%) were more likely to choose to remain on active duty than members from other DoD Services. Marine Corps members (52%) were less likely to choose to remain on active duty than members of other Services (58-65%). It should be noted that the Marine Corps has a higher proportion of members in junior enlisted paygrade groups (E1-E4, 54%) and a smaller proportion of officers (O1-O3, 7% and O4-O6, 4%) than any other Service. Given its emphasis on a youthful force, the Marine Corps results are not unexpected.

Service comparisons over time. When compared to 1999, the overall intention to remain in the military increased in 2002. A comparison over time, and by Service, shows Marine Corps members were consistently less likely than members of other Services to intend to remain on active duty, if given the choice.

Figure 4.2.

Percentage Very Likely/Likely To Stay on Active Duty in 1995, 1999, and 2002, by Service



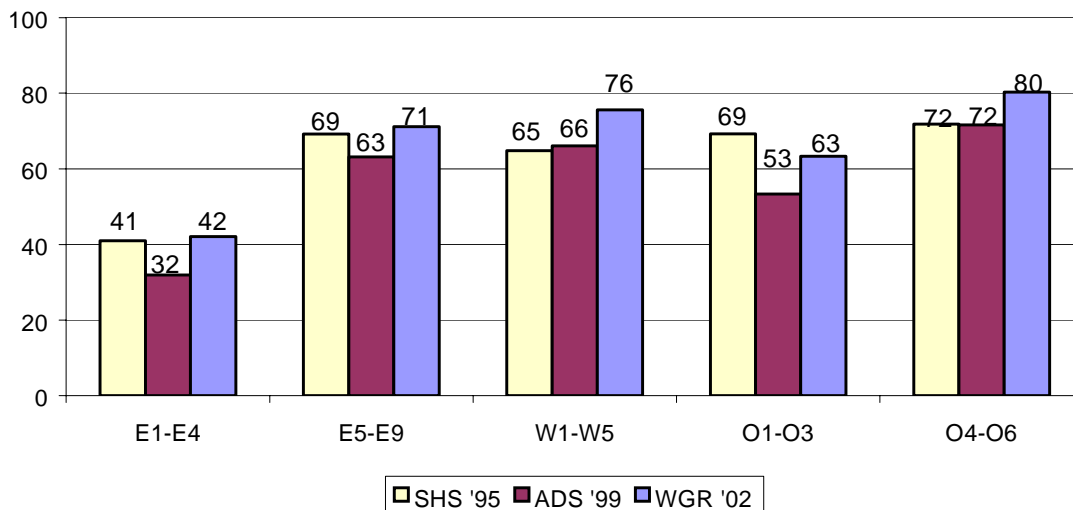
Margin of error does not exceed ± 5

Paygrade findings. Figure 4.3 shows, by paygrade groups, the percentage of service members who indicated it was likely they would stay on active duty. As would be expected, fewer E1-E4s (42%) reported it was more likely that they would stay on active duty, if given the choice, than members of other paygrade groups (63-80%).

Paygrade comparisons over time. A comparison of paygrade groups across time indicates junior enlisted (E1-E4) were consistently less likely than members of other paygrade groups to choose to remain on active duty. In addition, compared to 1999, the percentage of members in all paygrade groups who indicated they were more likely to stay on active duty increased in 2002. E1-E4s and O1-O3s showed the largest increase in likelihood to choose to remain on active duty – a 10 percentage-point increase.

Figure 4.3.

Percentage Very Likely/Likely To Stay on Active Duty in 1995, 1999, and 2002, by Paygrade Groups



Margin of error does not exceed ± 11

Steps To Leaving the Military

In order to assess the steps taken to leave the military, service members were asked the following question.

Q18. During the past 6 months, have you done any of the following to explore the possibility of leaving the military? Mark “Yes” or “No” for each item.

- *Thought seriously about leaving the military*
- *Wondered what life might be like as a civilian*
- *Discussed leaving and/or civilian opportunities with family or friends*
- *Talked about leaving with your immediate supervisor*
- *Gathered information on education programs or colleges*
- *Gathered information about civilian job options (for example, read newspaper ads, attended job fair)*
- *Attended a program that helps people prepare for civilian employment*
- *Prepared a resume*
- *Applied for a job*
- *Interviewed for a job*

Overall, 61% of service members, with more E1-E4s (66%) than members of other paygrade groups (54-59%), responded they *thought seriously about leaving the military*. The majority of service members (81%) indicated they *wondered what life might be like as a civilian*. Over half (55%) of service members, with fewer Air Force members (50%) than members from

the other Services (54-58%), reported they *gathered information about civilian job options*. However, fewer service members took more active steps related to leaving the military including *preparing a resume* (23%), *attending programs that prepare for civilian employment* (14%), *applying for a job* (10%), and *interviewing for a job* (6%). (See tables 18a.1—18j.4 in Greenlees et al. (2003a).)

Summary

Chapter 4 describes service members' perceptions of military life. Specifically, the chapter examines service members' satisfaction with different components of military life, satisfaction with coworkers and work, commitment to their individual Service, and expectations of military life and work. In addition, the chapter presents findings for service members' stated intent to remain in the military and discusses potential actions taken toward leaving the military.

Overall

Satisfaction. Overall, service members rated Medical Care Satisfaction (3.4) higher than Compensation Satisfaction (2.9) and Child Care Satisfaction (2.9). With regard to the other components of military life, service members' rating of satisfaction with their *career, in general* (3.6) was higher than any other component of military life (3.1-3.5). Service members were somewhat positive regarding their Coworker Satisfaction (3.6) and their Work Satisfaction (3.5).

Commitment. Service members (4.0) had a favorable perception toward Commitment (to their Service).

Expectations. More service members in 2002 reported their life (2002, 83% vs. 1999, 72%) and work (2002, 74% vs. 1999, 69%) met or exceeded their expectations than in 1999.

Retention. The majority of service members (60%) reported they would likely stay on active duty, if given the choice. A comparison of service members' likelihood to stay on active duty across time shows a decrease across the Services from 1995 to 1999 and a significant increase in 2002.

- While the majority of service members indicated they were likely to choose to stay on active duty, approximately 61% of service members *thought seriously about leaving the military*.
- Compared to 1999, fewer service members in 2002 took more active steps related to leaving the military. These steps included *preparing a resume* (23%), *attending programs that prepare for civilian employment* (14%), *applying for a job* (10%), and *interviewing for a job* (6%).

Service Findings

Satisfaction. Concerning ratings of satisfaction with other components of military life, Army members rated satisfaction with the *quality of their work environment* (3.0 vs. 3.2-3.6), *opportunities for professional development* (3.2 vs. 3.3-3.5), *level of care and concern shown by*

supervisors (3.0 vs. 3.2-3.4), and *quality of leadership* (3.0 vs. 3.1-3.3) lower than members of other Services.

- Coast Guard members' ratings of satisfaction with *quality of their current residence* (3.8 vs. 3.2-3.6) and their *career, in general* (3.8 vs. 3.5-3.7) were higher than ratings from members of other Services.
- In addition, Air Force members' (3.7) rating of satisfaction with *family support services* was higher than ratings from members of other Services (3.3-3.5).

Commitment. There were no differences across Services in terms of Commitment (to their Service).

Expectations. Regarding life expectations, more Air Force members (87%) reported that their life in the military met or exceeded their expectations than members from other Services (80-83%).

Retention. In 2002, Marine Corp members (52%) were less likely to stay on active duty, if given the choice, than members from other Services (58-65%). Air Force members (65%) were more likely to choose to remain on active duty compared to members of the other DoD Services (52-61%). A comparison across time showed Marine Corps members were consistently less likely than members of other Services to choose to remain on active duty.

- With regard to steps taken toward leaving the military, fewer Air Force members (50%) than members from other Services (54-58%) reported *gathering information about civilian job options*.

Paygrade Findings

Satisfaction. Commissioned officers' ratings of Compensation Satisfaction (O1-O3, 3.2 and O4-O6, 3.3) were higher than ratings from members of other paygrade groups (2.7-2.9).

- In addition, commissioned officers' ratings of satisfaction with *quality of their current residence* (O1-O3, 3.9 and O4-O6, 3.9 vs. E1-E4, 3.2 and E5-E9, 3.6) and *quality of work environment* (O1-O3, 3.5 and O4-O6, 3.5 vs. E1-E4, 3.2 and E5-E9, 3.3) were higher than enlisted members' ratings.
- Commissioned officers' ratings of satisfaction with *opportunities for professional development* (O1-O3, 3.6 and O4-O6, 3.7 vs. E1-E4, 3.2 and E5-E9, 3.4), *level of care and concern shown by supervisors* (O1-O3, 3.5 and O4-O6, 3.6 vs. E1-E4, 3.0 and E5-E9, 3.2), and *quality of leadership* (O1-O3, 3.4 and O4-O6, 3.5 vs. E1-E4, 3.0 and E5-E9, 3.1) were higher than enlisted members' ratings.
- E1-E4s had somewhat less favorable perceptions toward Coworker Satisfaction (3.4 vs. 3.7-4.0) and Work Satisfaction (3.3 vs. 3.7-4.0) than members from other paygrade groups.

Commitment. E1-E4s (3.8 vs. 4.1-4.3) had somewhat less favorable perceptions toward Commitment (to their Service) than members from other paygrade groups.

Expectations. Fewer E1-E4s reported their life (73% vs. 87-90%) and work (66% vs. 75-85%) either met or exceeded their expectations since entering the military than members from other paygrade groups. In terms of life expectations, across each paygrade group, more service members in 2002 reported their life met or exceeded their expectations than in 1999.

- In terms of work expectations, across each paygrade group, with the exception of warrant officers, more service members in 2002 indicated their work in the military met or exceeded their expectations than in 1999.

Retention. Junior enlisted (E1-E4) members were consistently less likely to choose to remain on active duty. In addition, compared to 1999, the percentage of all paygrade groups who indicated they were *very likely/more likely* to stay on active duty increased in 2002. E1-E4s and O1-O3s showed the largest increase – a 10 percentage-point increase.

- In terms of steps taken toward leaving the military, more E1-E4s (66%) responded they *thought seriously about leaving the military* than members of other paygrade groups (54-59%).

Chapter 5: Workplace Information

Chapter 5 examines service members' description of their overall workplace and workplace hostility. The chapter also addresses careerism in the Services and describes service members' mentors, including relative rank and support of the mentor. A summary of findings is presented in the final section of this chapter. Tables supporting the analysis reported here appear in Greenlees et al. (2003a).

Description of Workplace

The following question helps OSD (P&R) evaluate the current work climate within DoD.

Q35. To what extent do you agree or disagree with the following statements about your workplace?

- I know what is expected of me at work*
- I have the materials and equipment I need to do my work right*
- At work, I have the opportunity to do what I do best every day*
- In the last 7 days, I have received recognition or praise for doing good work*
- My supervisor, or someone at work, seems to care about me as a person*
- There is someone at work who encourages my development*
- At work, my opinions seem to count*
- The mission/purpose of my Service makes me feel my job is important*
- My coworkers are committed to doing quality work*
- I have a best friend at work*
- In the last 6 months, someone at work has talked to me about my progress*
- This last year, I have had opportunities at work to learn and grow*
- At my workplace, a person's job opportunities and promotions are based only on work related characteristics*
- My supervisor helps everyone in my workgroup feel included*
- I trust my supervisor to deal fairly with issues of equal treatment at my workplace*
- At my workplace, all employees are kept well informed about issues and decisions that affect them*

The response scales ranged from 1 – *disagree* to 5 – *agree*. For the purposes of this report, *agree* and *tend to agree* have been combined and are the focus of the analyses reported here.

Table 5.1 presents the percentage of service members who indicated agreement with various workplace descriptions, by Service. A majority of service members (89%) indicated they know what is expected from them at work. By Service, fewer Army members agreed they have the necessary materials and equipment (57% vs. 62-73%) and employees are kept informed (42% vs. 48-53%). More Air Force and Coast Guard members agreed their supervisor seems to care about them (both 70% vs. 61-64%), coworkers are committed to quality (63% and 62% vs. 55-57%), and their supervisor deals fairly with issues of equal treatment at the workplace (71% vs. 69% vs. 62-64%). In addition, more Air Force members (73% vs. 57-65%) agreed they have

the necessary materials and equipment to do their job appropriately. Lastly, more Coast Guard members agreed they have received recognition or praise for doing good work in the last week (52% vs. 40-43%) and that their opinions count (66% vs. 55-60%).

Table 5.1.
Percentage of Members Indicating Agreement With Workplace Description, by Service

	Total	DoD					Coast Guard
		Total DoD	Army	Navy	Marine Corps	Air Force	
Know expectations	89	89	88	90	92	89	88
Have materials & equipment to do job	64	64	57	65	65	73	62
Opportunity to do the best	55	55	50	57	54	60	58
Last 7 days, received recognition/praise	41	41	41	40	40	43	52
Supervisor cares	65	65	64	62	61	70	70
Someone encourages my development	62	62	61	62	61	63	61
My opinions count	57	57	55	58	56	60	66
Service mission makes job important	67	67	63	66	69	71	75
Coworkers are committed to quality	58	58	55	57	56	63	62
Have a best friend at work	33	33	33	34	36	32	29
Last 6 months, discussed performance	64	64	63	64	63	66	61
Opportunities to learn & grow	72	72	68	73	73	75	76
Promotions based on work related character	31	31	29	34	31	29	35
Supervisor helps everyone feel included	53	53	52	54	48	55	54
Trust supervisor to be fair	65	65	63	64	62	71	69
Employees are kept informed	48	47	42	50	48	52	53
<i>Margin of Error</i>	± 2	± 2	± 3	± 3	± 3	± 2	± 4

Table 5.2 presents the percentage of service members who indicated agreement with various workplace descriptions, by paygrade groups. Fewer E1-E4s agreed they have the

opportunity to do their best (47% vs. 58-66%), their supervisor cares about them (59% vs. 67-74%), their opinions seem to count (41% vs. 65-80%), their coworkers are committed to quality (44% vs. 61-84%), and employees are kept informed (41% vs. 49-63%). More E1-E4s (42%) have a best friend at work than members of other paygrade groups (25-33%). More O4-O6s agreed they have the necessary materials and equipment to do their job appropriately (75% vs. 62-70%), their opinions seem to count (80% vs. 41-74%), their coworkers are committed to quality (84% vs. 44-77%), promotions are based on work related characteristics (48% vs. 27-42%), and employees are kept informed (63% vs. 41-57%).

Table 5.2.
Percentage of Members Indicating Agreement With Workplace Description, by Paygrade Groups

	Enlisted Personnel		Warrant Officers	Commissioned Officers	
	E1-E4	E5-E9	W1-W5	O1-O3	O4-O6
Know expectations	89	89	91	88	90
Have materials & equipment to do job	62	64	65	70	75
Opportunity to do the best	47	59	65	58	66
Last 7 days, received recognition/praise	40	41	43	47	44
Supervisor cares	59	67	71	74	73
Someone encourages my development	64	60	55	68	56
My opinions count	41	65	74	70	80
Service mission makes job important	57	72	83	76	81
Coworkers are committed to quality	44	61	77	75	84
Have a best friend at work	42	28	27	33	25
Last 6 months, discussed performance	69	61	53	68	56
Opportunities to learn & grow	68	71	78	84	82
Promotions based on work related character	27	29	35	42	48
Supervisor helps everyone feel included	47	55	57	60	63
Trust supervisor to be fair	58	66	75	78	81
Employees are kept informed	41	49	55	57	63
<i>Margin of Error</i>	± 3	± 2	± 6	± 3	± 3

Workplace Hostility

In order to determine perceptions of workplace hostility, service members were asked how often they experienced hostile behaviors.

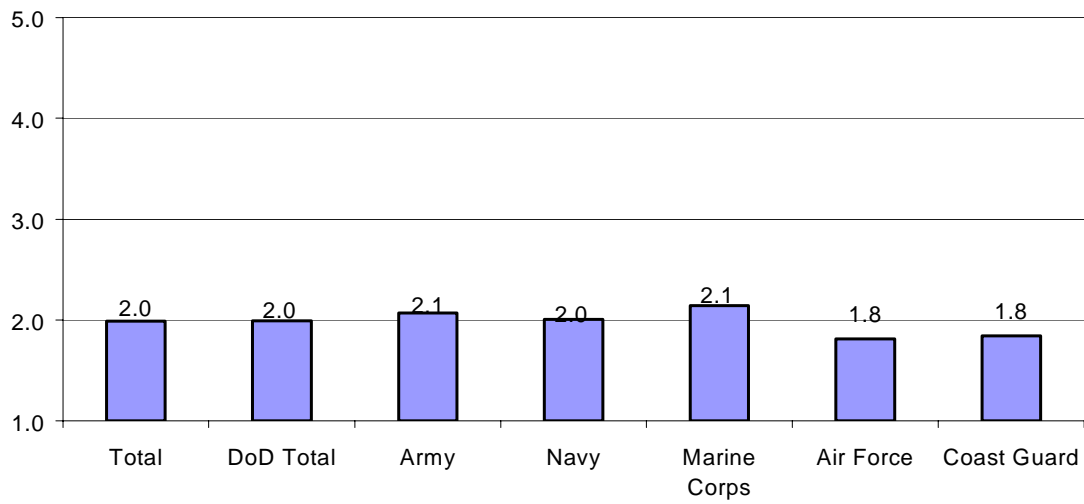
Q40. How often during the past 12 months have you been in workplace situations where military personnel, civilian employees, and/or contractor employees have targeted you with any of the following behaviors?

- *Using an angry tone of voice*
- *Avoiding you*
- *Making you look bad*
- *Yelling or raising one's voice*
- *Withholding information from you*
- *Swearing directed at you*
- *Talking about you behind your back*
- *Insulting, criticizing you (including sarcasm)*
- *Said offensive or crude things about you*
- *Flaunting status or power over you*

Service members responded using the following response options: *never, once or twice, sometimes, often, and very often*. A lower score on this scale indicates less workplace hostility, while a higher scale score means there is more workplace hostility.

Figure 5.1 presents average Workplace Hostility by Service. On average, service members indicated they had experienced these types of behaviors once or twice (2.0) in the 12 months prior to filling out the survey. By Service, Air Force and Coast Guard members (both 1.8) were less likely to have experienced these types of behaviors in the last 12 months prior to filling out the survey.

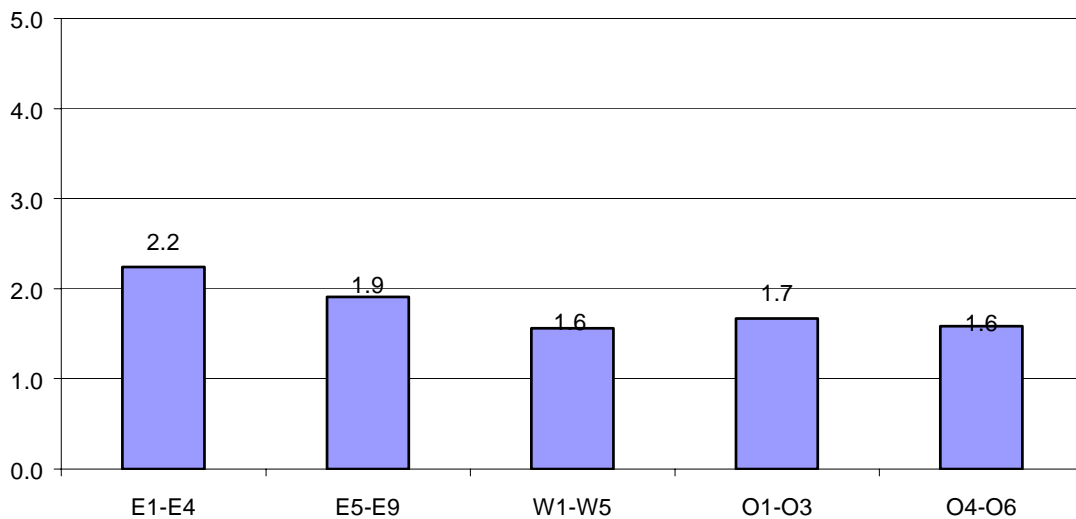
Figure 5.1.
Average Workplace Hostility, by Service



Margin of error does not exceed ± 1

Figure 5.2 shows that when comparing average Workplace Hostility by paygrade groups, enlisted members (E1-E4, 2.2 and E5-E9, 1.9) were more likely to experience these types of behaviors than members in other paygrade groups (1.6-1.7).

Figure 5.2.
Average Workplace Hostility, by Paygrade Groups



Margin of error does not exceed ± 1

Careerism

Careerism is defined as putting one's personal interests above the organization's interests to further personal advancement. The following survey questions assess the perception of Careerism among service members.

Q36. Please indicate whether you agree or disagree with the following statements?

b. If I make a request through channels in my work group, I know somebody will listen.

Q38. To what extent do you agree or disagree with the following statements about your work group?

b. The leaders in your work group are more interested in looking good than being good

d. You would go for help with a personal problem to people in your chain of command

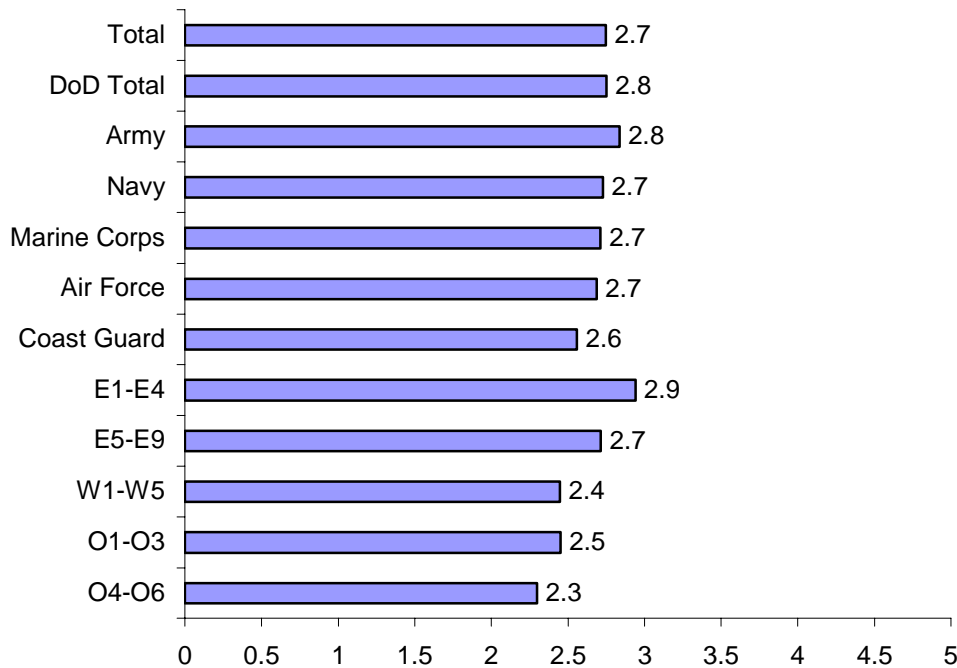
e. The leaders in your work group are not concerned with the way service members treat each other as long as the job gets done

f. The leaders in your work group are more interested in furthering their careers than in the well-being of their service members

The Careerism scale was created using the above survey items. The response options for question 36 ranged from 1 – *disagree* to 5 – *agree*, while the response options for question 38 ranged from 1 – *strongly disagree* to 5 – *strongly agree*. For purposes of this report, questions 36b and 38d were reverse-coded. Therefore, a high scale score indicates the service member strongly agrees with negative statements about careerism in the military. For complete details on these questions, refer to Tables 36.1-36.4 and Tables 38.1-38.4 in Greenlees et al. (2003a).

Figure 5.3 presents average ratings of Careerism, by Service and paygrade groups. Overall, service members rated Careerism an average of 2.7. Service comparisons show that Coast Guard members (2.6) rated Careerism lower than members of other Services (2.7-2.8). Across paygrade groups, junior enlisted (E1-E4, 2.9) indicated they had a higher perception of Careerism in the workplace than members in other paygrade groups (2.3-2.7). Further, the findings show that as paygrade increased, perceptions of Careerism tended to decrease.

Figure 5.3.
Average Careerism, by Service and Paygrade Groups



Margin of error does not exceed ± 0.01

Mentoring

Several questions in the 2002 WGR were asked about mentoring in the Services. The mentoring results presented here are divided into four parts. The first part reports the percentage of service members who either have or had a mentor. The second and third parts describe who these mentors were and indicate the relative rank of the mentors. The last section reports the percentage of service members who had received various types of assistance from mentors and average ratings of the assistance.

Do You Have a Mentor?

The following question asks service members if they ever had a mentor.

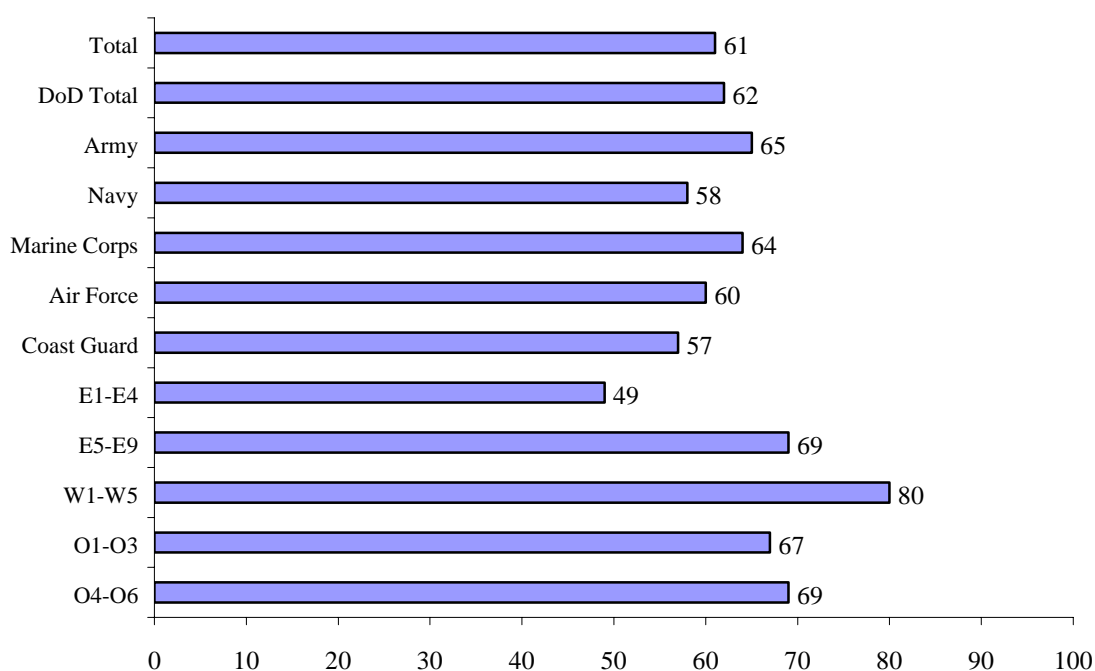
Q41. In your opinion, have you ever had a mentor while in the military?

- *Yes, you have one now.*
- *Yes, you had one, but you do not have one now.*
- *No, but you would have liked one.*
- *No, and you never wanted one.*
- *No, and you do not know what a mentor is.*

For purposes of this report, the original categories were collapsed into two categories: *yes* and *no*.

Figure 5.4 presents the percentage of service members who had a mentor while in the military, by Service and paygrade groups. Overall, 61% of service members reported they currently have a mentor or had a mentor in the past. There were no differences across the Services. However, comparisons across the paygrade groups indicate more warrant officers (80% vs. 49-69%) reported they had a mentor, while fewer E1-E4s (49% vs. 69-80%) reported they had a mentor.

Figure 5.4.
Percentage of Service Members Who Had a Mentor, by Service and Paygrade Groups



Margin of error does not exceed ± 4

Who is Your Current Mentor?

In order to assess who their mentor was, service members were asked the following question.

Q42. Who is your current mentor (or, if you have no current mentor, who was your most recent mentor)? Mark one.

- *A commissioned officer*
- *A warrant officer*
- *An NCO/petty officer*
- *A junior enlisted service member*
- *A DoD civilian*
- *Other (Please specify below.)*

Over half of service members (62%) reported their mentor was an NCO/petty officer, led by Army members (67% vs. 51-63%). By Service, more Air Force members (26%) reported their mentor was a commissioned officer than members of other Services (19-23%). In addition, more Coast Guard members (11%) reported their mentor was a warrant officer than members of other Services (0-6%). One possible explanation for these findings is the distribution of paygrades within each Service. The Marine Corps has a higher proportion of members in junior enlisted paygrade groups (E1-E4, 54%) and a smaller proportion of officers (O1-O3, 7% and O4-O6, 4%) than any other Service. Air Force and Coast Guard members have a smaller proportion of members in the junior enlisted paygrade groups (E1-E4, 32% in the Air Force and E1-E4, 32% in the Coast Guard) and a larger proportion of commissioned officers (O1-O3, 11% and O4-O6, 9% in the Air Force and O1-O3, 10% and O4-O6, 8% in the Coast Guard) than other Services.

In addition, findings by paygrade show service members tended to have mentors that were in paygrade groups similar to their own. For example, more commissioned officers (O1-O3, 87% and O4-O6, 94% vs. 6-18%) reported their mentor was also a commissioned officer, and more warrant officers (66% vs. 0-3%) reported their mentor was also a warrant officer. For complete details on these findings, refer to tables 42.1 and 42.2 in Greenlees et al. (2003a).

Relative Rank of Mentor

The next question on mentors asked service members the rank of their mentor.

Q43. Is your current mentor (or was your most recent mentor)...? Mark One.

- *Your rater*
- *Your senior rater*
- *A person who is/was higher in rank than you, but not your rater or your senior rater*
- *A person who is/was at your same rank*
- *A person who is/was lower in rank than you*
- *A person who is not or was not in the military at the time the mentoring was provided*

Overall, almost half of service members (47%) reported their mentor was a person who is/was higher in rank than them, but not their rater or senior rater. By Service, more Air Force members (39%) reported their mentor was their rater than members of other Services (16-32%). Findings by paygrade indicate that more commissioned officers (O1-O3 and O4-O6, both 36%) reported their mentor was their rater than members of other paygrade groups (19-29%).

Additional paygrade comparisons indicate more E1-E4s (24% vs. 9-17%) reported their mentor was their senior rater. More warrant officers (66% vs. 42-48%) reported their mentor was a person who is/was higher in rank than them, but not their rater or senior rater. For complete details on these findings, refer to tables 43.1 and 43.2 in Greenlees et al. (2003a).

Support of Mentor

In order to examine the support and helpfulness of mentors, service members were asked if their mentor had provided various types of assistance and how helpful the assistance was.

Q44. If your current mentor (or if none now, your most recent mentor) provides the following assistance, how helpful is/was each to you? Please mark one answer for each statement.

- *Teaches job skills*
- *Gives feedback on your job performance*
- *Assigns challenging tasks*
- *Helps develop your skills/competencies for future assignments*
- *Provides support and encouragement*
- *Provides personal and social guidance*
- *Provides career guidance*
- *Demonstrates trust*
- *Acts as a role model*
- *Protects you*
- *Invites you to observe activities at his/her level*
- *Instills Service core values*
- *Provides moral/ethical guidance*
- *Teaches/advises on organizational politics*
- *Provides sponsorship/contacts to advance your career*
- *Assists in obtaining future assignments*

Service members responded using the following response options: *not provided, not at all helpful, slightly helpful, moderately helpful, very helpful, and extremely helpful*. A higher score indicates the service member's mentor provides helpful assistance.

Table 5.3 presents the percentage of service members who had received various types of mentors' assistance and average ratings of the mentors' assistance by Service. More than four-fifths (84% and more) of service members who indicated they currently had a mentor or had a mentor in the past, also reported their mentor had assisted them in several ways. Across the Services, fewer Air Force members (73%) reported their mentor had *assisted them in obtaining future assignments* than members of other Services (79-80%). In terms of ratings of assistance from mentors, Coast Guard members rated their mentor's ability to *provide support and encouragement* (4.0 vs. 4.2-4.3), *provide personal and social guidance* (3.6 vs. 3.8-3.9), *provide career guidance* (3.8 vs. 4.0-4.1), *instill Service core values* (3.7 vs. 3.9-4.1), and *provide moral/ethical guidance* (3.6 vs. 3.9-4.0) lower than members of other Services. In addition,

within DoD, Navy members rated their mentor's ability to provide *protection* (3.8 vs. 3.9-4.0) lower.

Table 5.3.
Percentage Received and Average Rating of Mentors' Assistance, by Service

	Total		DoD										Coast Guard	
			Total DoD		Army		Navy		Marine Corps		Air Force			
	%	avg	%	avg	%	avg	%	avg	%	avg	%	avg	%	avg
Teaches job skills	91	4.0	91	4.0	93	3.9	91	4.0	91	4.0	89	4.0	92	3.9
Gives feedback on job performance	94	4.0	94	4.0	96	4.1	94	4.0	93	4.0	91	4.1	94	3.9
Assigns challenging tasks	88	4.0	88	4.0	89	4.0	88	3.9	88	4.0	86	4.0	87	3.8
Helps develop skills for future assignments	95	4.1	95	4.1	96	4.1	95	4.1	95	4.2	94	4.1	94	4.0
Provides support & encouragement	99	4.2	99	4.2	99	4.2	98	4.2	97	4.2	99	4.3	98	4.0
Provides personal & social guidance	92	3.9	93	3.9	93	3.9	92	3.8	93	3.9	91	3.9	88	3.6
Provides career guidance	96	4.1	96	4.1	97	4.1	95	4.0	95	4.0	96	4.1	95	3.8
Demonstrates trust	99	4.3	99	4.3	99	4.3	98	4.2	97	4.3	99	4.3	97	4.1
Acts as a role model	98	4.2	98	4.2	98	4.3	97	4.1	97	4.2	98	4.3	96	4.0
Protects you	88	3.9	88	3.9	89	4.0	87	3.8	89	3.9	89	4.0	86	3.6
Invites you to observe activities at his/her level	86	3.8	86	3.8	88	3.8	84	3.7	84	3.8	86	3.9	84	3.7
Instills Service core values	95	4.0	95	4.0	96	4.1	94	3.9	95	4.1	95	4.1	94	3.7
Provides moral/ethical guidance	94	4.0	94	4.0	96	4.1	92	3.9	94	4.0	94	4.0	88	3.6
Teaches/advises on organizational politics	90	3.8	90	3.8	90	3.8	88	3.8	87	3.8	91	3.9	90	3.6
Provides contacts to advance career	84	3.7	84	3.7	85	3.7	84	3.6	82	3.7	83	3.8	83	3.5
Assists in obtaining future assignments	77	3.7	77	3.7	79	3.6	80	3.7	79	3.8	73	3.7	79	3.5
Margin of Error	±2	±0.1	±2	±0.1	±2	±0.1	±3	±0.1	±3	±0.1	±3	±0.1	±4	±0.2

Table 5.4 presents the percentage of service members who received various types of mentors' assistance and the average ratings of mentors' assistance, by paygrade groups. Across the paygrade groups, more enlisted members reported their mentor had *assigned challenging tasks* (E1-E4, 89% and E5-E9, 89% vs. O1-O3, 84% and O4-O6, 82%), *provided personal and social guidance* (E1-E4, 94% and E5-E9, 93% vs. O1-O3, 88% and O4-O6, 90%), and *provided protection* (E1-E4, 91% and E5-E9, 88% vs. O1-O3, 84% and O4-O6, 84%) than commissioned officers. In terms of ratings of mentors' assistance, enlisted members rated their mentor's ability to *teach job skills* (E1-E4, 4.0 and E5-E9, 4.0 vs. O1-O3, 3.8 and O4-O6, 3.7), *provide personal and social guidance* (E1-E4, 4.0 and E5-E9, 3.9 vs. O1-O3, 3.7 and O4-O6, 3.7), and *protect them* (E1-E4, 4.0 and E5-E9, 3.9 vs. O1-O3, 3.8 and O4-O6, 3.8) higher than commissioned officers.

Table 5.4.
Percentage Received and Average Rating of Mentors' Assistance, by Paygrade Groups

	Total		DoD										Coast Guard	
			Total DoD		Army		Navy		Marine Corps		Air Force			
	%	avg	%	avg	%	avg	%	avg	%	avg	%	avg	%	avg
Teaches job skills	91	4.0	91	4.0	93	3.9	91	4.0	91	4.0	89	4.0	92	3.9
Gives feedback on job performance	94	4.0	94	4.0	96	4.1	94	4.0	93	4.0	91	4.1	94	3.9
Assigns challenging tasks	88	4.0	88	4.0	89	4.0	88	3.9	88	4.0	86	4.0	87	3.8
Helps develop skills for future assignments	95	4.1	95	4.1	96	4.1	95	4.1	95	4.2	94	4.1	94	4.0
Provides support & encouragement	99	4.2	99	4.2	99	4.2	98	4.2	97	4.2	99	4.3	98	4.0
Provides personal & social guidance	92	3.9	93	3.9	93	3.9	92	3.8	93	3.9	91	3.9	88	3.6
Provides career guidance	96	4.1	96	4.1	97	4.1	95	4.0	95	4.0	96	4.1	95	3.8
Demonstrates trust	99	4.3	99	4.3	99	4.3	98	4.2	97	4.3	99	4.3	97	4.1
Acts as a role model	98	4.2	98	4.2	98	4.3	97	4.1	97	4.2	98	4.3	96	4.0
Protects you	88	3.9	88	3.9	89	4.0	87	3.8	89	3.9	89	4.0	86	3.6
Invites you to observe activities at his/her level	86	3.8	86	3.8	88	3.8	84	3.7	84	3.8	86	3.9	84	3.7
Instills Service core values	95	4.0	95	4.0	96	4.1	94	3.9	95	4.1	95	4.1	94	3.7
Provides moral/ethical guidance	94	4.0	94	4.0	96	4.1	92	3.9	94	4.0	94	4.0	88	3.6
Teaches/advises on organizational politics	90	3.8	90	3.8	90	3.8	88	3.8	87	3.8	91	3.9	90	3.6
Provides contacts to advance career	84	3.7	84	3.7	85	3.7	84	3.6	82	3.7	83	3.8	83	3.5
Assists in obtaining future assignments	77	3.7	77	3.7	79	3.6	80	3.7	79	3.8	73	3.7	79	3.5
Margin of Error	±2	±0.1	±2	±0.1	±2	±0.1	±3	±0.1	±3	±0.1	±3	±0.1	±4	±0.2

Summary

Chapter 5 presents service members' descriptions of their workplace experience, including workplace hostility, careerism, and mentoring.

Overall

Description of workplace. A majority of service members (89%) agreed they know what is expected from them at work.

Workplace hostility. Overall, service members (2.0) indicated a low incidence rate of Workplace Hostility.

Careerism. Service members (2.7) indicated a low incidence rate of Careerism in the military.

Mentors. In terms of mentors, over half of the service members (61%) reported they had a mentor and approximately 62% of service members reported their mentor was a NCO/petty officer.

- Almost half of the service members (47%) indicated their mentor was a person who is/was higher in rank than them, but not their rater or senior rater.
- More than four-fifths (84% or more) of service members who indicated they had a mentor or had one in the past, also reported their mentor had assisted them in several ways.

Service Findings

Description of workplace. Fewer Army members agreed they have the necessary materials and equipment to do their work right (57% vs. 62-73%) and that employees are kept informed (42% vs. 48-53%).

- More Air Force and Coast Guard members agreed their supervisors care about them (both 70% vs. 61-64%), coworkers are committed to quality (63% and 62% vs. 55-57%), and their supervisors deal fairly with issues of equal treatment at the workplace (71% vs. 69% vs. 62-64%).
- More Air Force members (73% vs. 57-65%) agreed they have the necessary materials and equipment to do their job appropriately.
- More Coast Guard members agreed they have received recognition or praise for doing good work in the last week (52% vs. 40-43%) and their opinions seem to count (66% vs. 55-60%).

Workplace hostility. Both Air Force and Coast Guard members (1.8, both) were less likely than other service members to have experienced Workplace Hostility in the last 12 months.

Careerism. Coast Guard members (2.6) rated Careerism lower than members of other Services (2.7-2.8).

Mentors. In terms of service members' mentors, more Air Force members reported their mentor was a commissioned officer (26% vs. 19-23%) and was their rater (39% vs. 16-32%) than members of other Services.

- There were several findings regarding mentors' assistance. Across the Services, fewer Air Force members (73%) reported their mentor had *assisted them in obtaining future assignments* than members of other Services (79-80%).
- For ratings of assistance from mentors, Coast Guard members rated their mentor's ability to *provide support and encouragement* (4.0 vs. 4.2-4.3), *provide personal and social guidance* (3.6 vs. 3.8-3.9), *provide career guidance* (3.8 vs. 4.0-4.1), *instill Service core values* (3.7 vs. 3.9-4.1), and *provide moral/ethical guidance* (3.6 vs. 3.9-4.0) lower than members of other Services.

Paygrade Findings

Description of workplace. Fewer E1-E4s agreed they have the opportunity to do their best (47% vs. 58-66%), their supervisor cares about them (59% vs. 67-74%), their opinions seem to count (41% vs. 65-80%), their coworkers are committed to quality (44% vs. 61-84%), and employees are kept informed (41% vs. 49-63%).

- More E1-E4s (42%) indicated they had a best friend at work than members of other paygrade groups (25-33%).
- More O4-O6s agreed they have the necessary materials and equipment to do their job right (75% vs. 62-70%), their opinions seem to count (80% vs. 41-74%), their coworkers are committed to quality (84% vs. 44-77%), promotions are based on work-related characteristics (48% vs. 27-42%), and employees are kept informed (63% vs. 41-57%).

Workplace hostility. By paygrade groups, enlisted members (E1-E4, 2.2 and E5-E9, 1.9) were more likely to experience Workplace Hostility than members of other paygrade groups (1.6-1.7).

Careerism. Junior enlisted members (E1-E4, 2.9) rated Careerism higher than members in other paygrade groups (2.3-2.7).

Mentors. More warrant officers (80% vs. 49-69%) reported they had a mentor, while fewer E1-E4s (49% vs. 69-80%) reported they had one.

- A description of service members' mentors indicated mentors were in similar paygrade groups to the service members.
- More commissioned officers (O1-O3 and O4-O6, both 36%) reported their mentor was their rater than members of other paygrade groups (19-29%).

- More E1-E4s (24% vs. 9-17%) reported their mentor was their senior rater, while more warrant officers (66% vs. 42-48%) reported their mentor was a person who is/was higher in rank than them, but was not their rater or senior rater.
- More enlisted members reported their mentor had *assigned challenging tasks* (E1-E4, 89% and E5-E9, 89% vs. O1-O3, 84% and O4-O6, 82%), *provided personal and social guidance* (E1-E4, 94% and E5-E9, 93% vs. O1-O3, 88% and O4-O6, 90%), and *provided protection* (E1-E4, 91% and E5-E9, 88% vs. O1-O3, 84% and O4-O6, 84%) than commissioned officers.
- For ratings of mentors' assistance, enlisted members rated their mentor's ability to *teach job skills* (E1-E4, 4.0 and E5-E9, 4.0 vs. O1-O3, 3.8 and O4-O6, 3.7), *provide personal and social guidance* (E1-E4, 4.0 and E5-E9, 3.9 vs. O1-O3, 3.7 and O4-O6, 3.7), and *protect them* (E1-E4, 4.0 and E5-E9, 3.9 vs. O1-O3, 3.8 and O4-O6, 3.8) higher than commissioned officers

Chapter 6: Leadership

Chapter 6 examines service members' perceptions of overall leadership and summarizes their description of their immediate supervisor. A summary of findings is presented in the final section of this chapter. Tables supporting the analysis reported here appear in Greenlees et al. (2003a).

Leadership

In order to evaluate overall leadership, service members were asked questions (Q36)¹² from the International Survey Research's (ISR) norm items databank. A norm is a benchmark allowing the comparison of an organization's employee opinion data to a normalized external measure – e.g., the views of employees in a particular country. For the norm to be meaningful, the data underlying the norm needs to be statistically representative of the population being surveyed. Since 1974, ISR has conducted employee opinion surveys to over 35 million employees worldwide. ISR's client companies are among the world's largest industrial and service-sector organizations; including AT&T, General Motors, IBM, Lucent, Merck, Nokia, Philips, and Shell. Therefore, ISR has a wealth of historical and current data on which to create different normative measures. The 2002 WGR results to the following question can be compared to two ISR normative benchmarks: U.S. National Norm and U.S. Management Norm. The U.S. National Norm consists of employees in U.S. corporations surveyed by ISR. The U.S. National Norm is based on responses from 159,424 employees in 70 U.S. companies and is weighted by industry and company size to reflect U.S. labor markets. The U.S. Management Norm is based on responses from 99,026 managers in 74 U.S. companies.

Q36. Please indicate whether you agree or disagree with the following statements:

- *My Service has established a climate where the truth can be taken up the chain of command without fear of reprisal¹³*
- *I find it very difficult to balance my work and personal responsibilities*
- *Priorities or work objectives are changed so frequently, I have trouble getting my work done*
- *My supervisor encourages people to learn from mistakes*
- *My supervisor has sufficient authority*
- *I believe my Service's core values are clear*
- *Leadership generally understands the problems we face on our jobs*

The response scales ranged from 1 – *disagree* to 5 – *agree*. For the purposes of this report, *agree* and *tend to agree* have been combined and are the focus of the analyses reported here. Given the information available from the 2002 WGR, it was not possible to identify the military population of individuals exclusively in managerial positions. While some proportion of individuals in other paygrade groups may hold managerial positions, the senior officers (O4-O6)

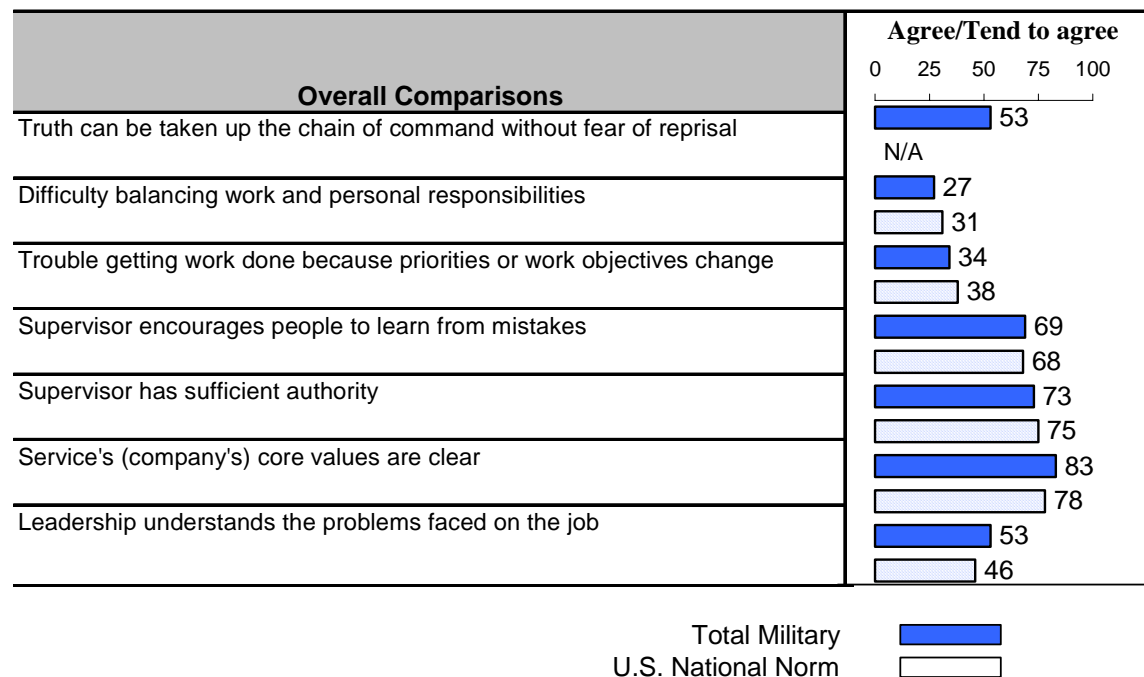
¹² Items 36c through 36i were used by permission from the copyright holder, International Survey Research LLC, 303 East Ohio Street, Chicago, IL 60611.

¹³ This item can only be compared to the U.S. Management Norm. There is no U.S. National Norm data available for comparison.

have the highest probability of holding such positions. Consequently, for the purposes of this report, the U.S. Management Norm is only compared to senior officers.

A majority of service members agreed their *Service's core values were clear* (83%), *supervisor had sufficient authority* (73%), and *supervisor encouraged people to learn from mistakes* (69%). When comparing the findings to the U.S. National Norm, service members were more likely to agree their *Service's/organization's core values were clear* (83% vs. 78%) and that *leadership understood the problems faced on the job* (53% vs. 46%)¹⁴. In addition, service members were less likely to agree than employees of the U.S. National Norm that it was *difficult to balance work and personal responsibilities* (27% vs. 31%) and they had *trouble getting their work done because their priorities or work objectives changed so frequently* (34% vs. 38%).

Figure 6.1.
Percentage of Members Indicating Agreement With Aspects of Their Leadership Compared to U.S. National Norm



2002 WGR margin of error does not exceed ± 2

¹⁴ Margins of error were not calculated by ISR; estimates are based on approximately 154,000 employees in the U.S. National Norm and 99,026 managers in the U.S. Management Norm.

Truth Can Be Taken up the Chain of Command Without Fear of Reprisal

Service members were asked whether or not they agreed that their Service had established a climate where the *truth can be taken up the chain of command without fear of reprisal*.

Service findings. Coast Guard members (64%) were more likely to agree with this statement than members of the other Services (49-55%).

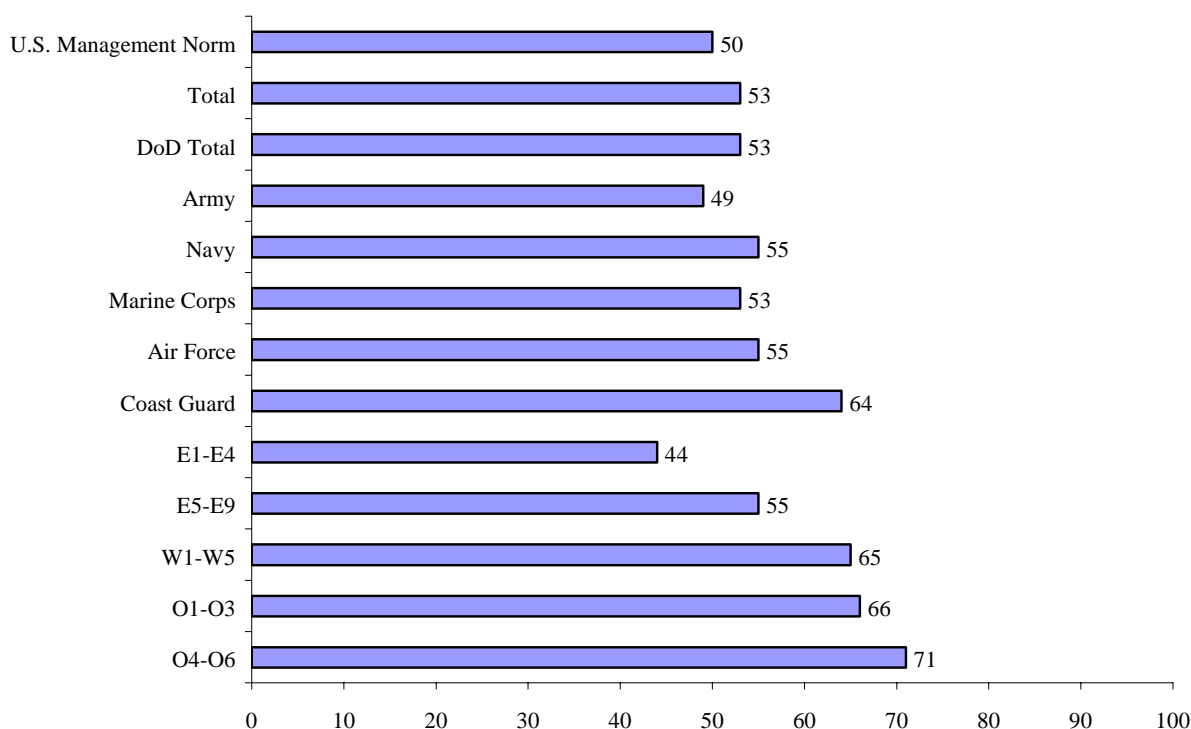
Paygrade findings. E1-E4s (44%) were less likely to agree than those in other paygrade groups (55-71%).

U.S. National Norm comparisons. U.S. National Norms were not available for comparisons.

U.S. Management Norm comparisons. Senior officers (O4-O6, 71%) were more likely to agree than employees in the U.S. Management Norm (50%).

Figure 6.2.

Percentage of Members Indicating Agreement That Truth Can Be Taken up the Chain of Command Without Fear of Reprisal, by Service and Paygrade Groups



2002 WGR margin of error does not exceed ± 5

Difficulty Balancing Work and Personal Responsibilities

Service members were asked whether or not they agreed that it was *difficult to balance their work and personal responsibilities*.

Service findings. There were no differences across the Services.

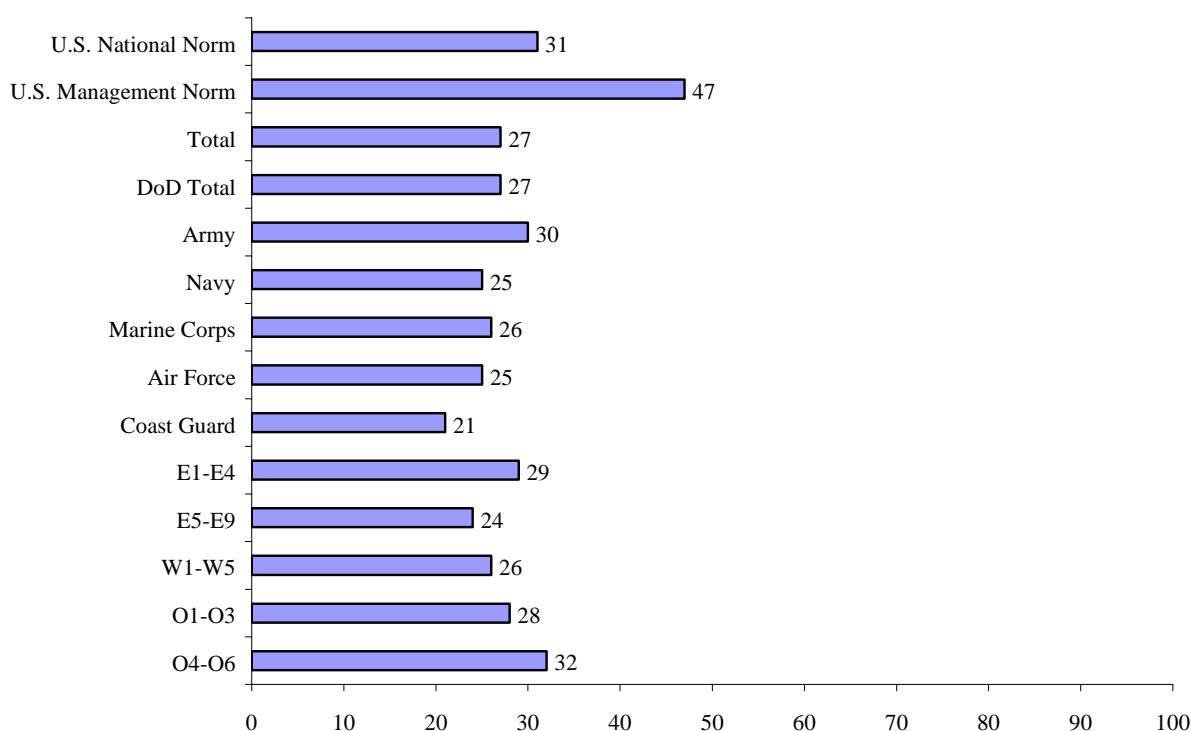
Paygrade findings. There were no differences across paygrade groups.

U.S. National Norm comparisons. Overall, service members (27%) were less likely to agree than employees in the U.S. National Norm (31%).

U.S. Management Norm comparisons. Compared with employees in the U.S. Management Norm (47%), senior officers (O4-O6, 32%) were less likely to agree.

Figure 6.3.

Percentage of Members Indicating Agreement it is Very Difficult To Balance Work and Personal Responsibilities, by Service and Paygrade Groups



2002 WGR margin of error does not exceed ± 5

Trouble Getting Work Done Because Priorities or Work Objectives Change

Service members were asked whether or not they agreed that they had *trouble getting their work done because their priorities or work objectives changed so frequently*.

Service findings. Army members (41% vs. 30-34%) were more likely to agree.

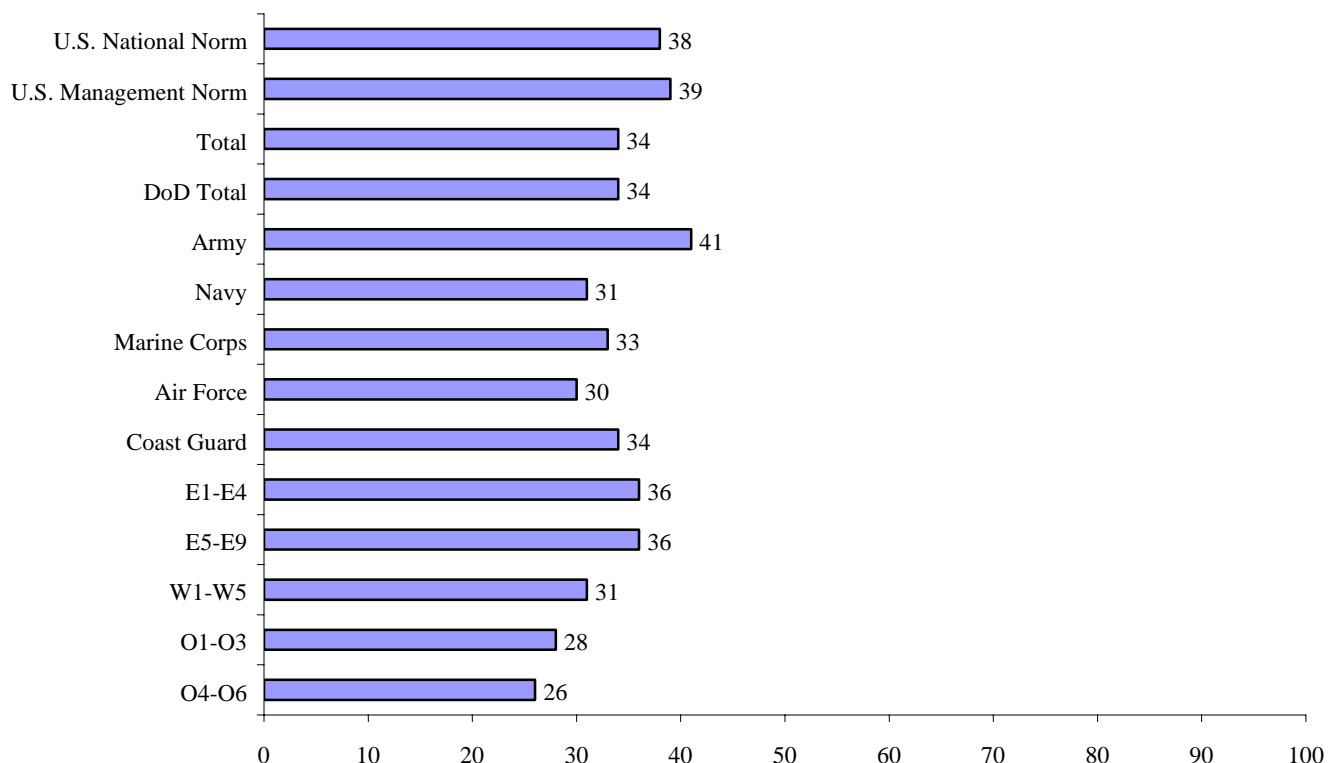
Paygrade findings. Enlisted members (E1-E4, 36% and E5-E9, 36%) were more likely to agree than commissioned officers (O1-O3, 28% and O4-O6, 26%).

U.S. National Norm comparisons. Compared with employees in the U.S. National Norm (38%), service members (34%) were less likely to agree.

U.S. Management Norm comparisons. Senior officers (O4-O6, 26%) were less likely to agree than employees in the U.S. Management Norm (39%).

Figure 6.4.

Percentage of Members Indicating Agreement They Have Trouble Getting Their Job Done Because Priorities or Work Objectives Change Frequently, by Service and Paygrade Groups



2002 WGR margin of error does not exceed ± 5

Supervisor Encourages People To Learn From Mistakes

Service members were asked whether or not they agreed that their *supervisor encouraged people to learn from their mistakes*.

Service findings. Marine Corps (75%) and Coast Guard (74%) members were more likely to agree than members from the other Services (68-69%).

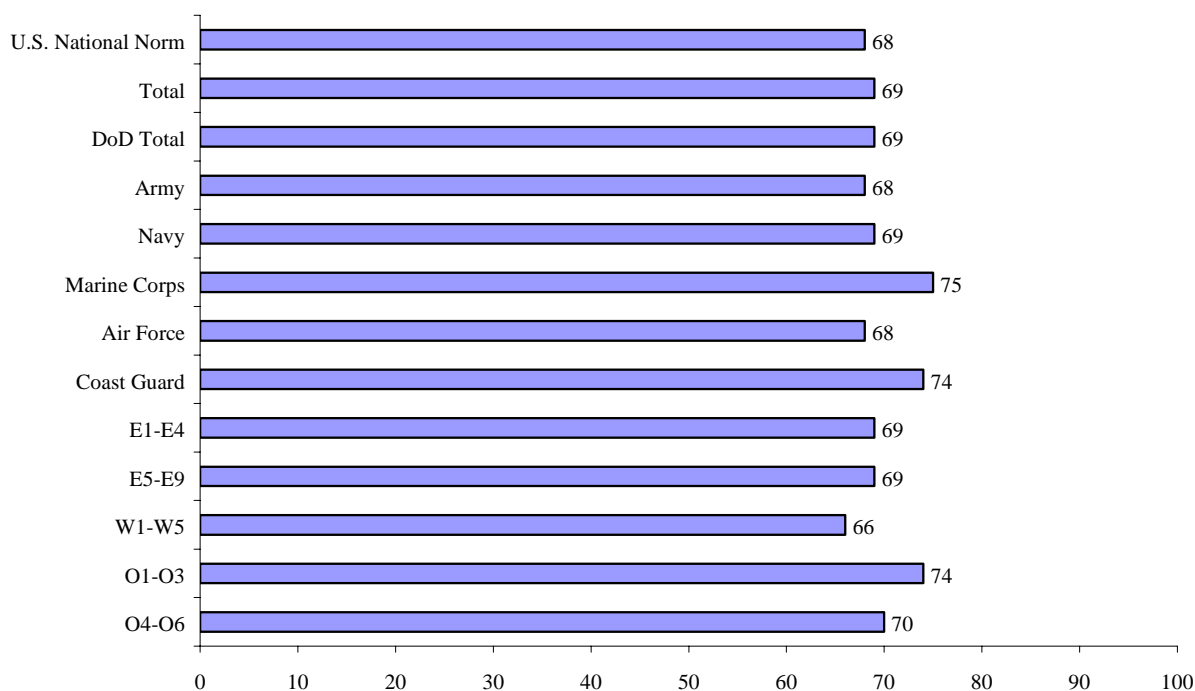
Paygrade findings. There were no differences across the paygrade groups.

U.S. National Norm comparisons. There were no differences among the U.S. National Norm and the total military.

U.S. Management Norm comparisons. U.S. Management Norm is not available.

Figure 6.5.

Percentage of Members Indicating Agreement Their Supervisor Encourages People To Learn From Mistakes, by Service and Paygrade Groups



2002 WGR margin of error does not exceed ± 5

Supervisor Has Sufficient Authority

Service members were asked whether or not they agreed that their *supervisor had sufficient authority*.

Service findings. Marine Corps members (80%) were more likely to agree than members in the other DoD Services (71-73%).

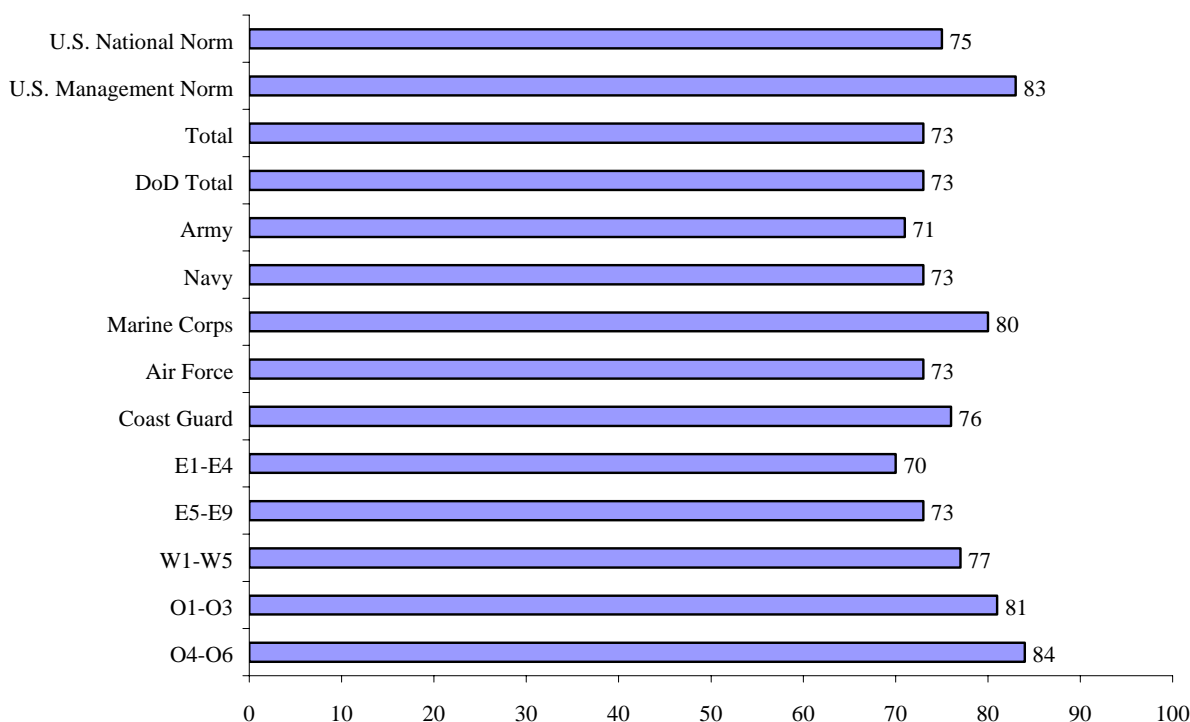
Paygrade findings. Enlisted members (E1-E4, 70% and E5-E9, 73%) were less likely to agree than commissioned officers (O1-O3, 81% and O4-O6, 84%).

U.S. National Norm comparisons. Service members (73%) were less likely to agree than employees in the U.S. National Norm (75%).

U.S. Management Norm comparisons. There were no differences between senior officers and employees in the U.S. Management Norm.

Figure 6.6.

Percentage of Members Indicating Agreement Their Supervisor Has Sufficient Authority, by Service and Paygrade Groups



2002 WGR margin of error does not exceed ± 5

Service Core Values Are Clear

Service members were asked whether or not they agreed that their *Service's core values are clear*.

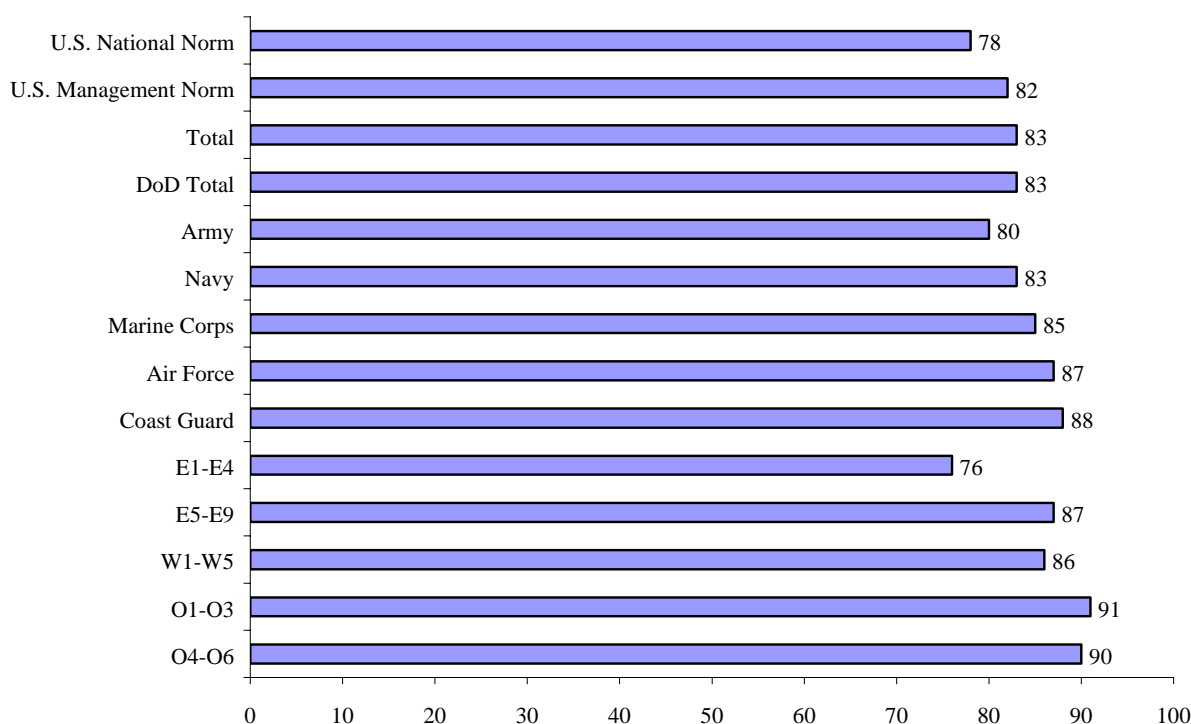
Service findings. Army (80%) members were less likely to agree than members of other Services (83-88%).

Paygrade findings. E1-E4s (76%) were less likely to agree than members in other paygrade groups (87-91%).

U.S. National Norm Comparisons. Compared to the U.S. National Norm (78%), service members (83%) were more likely to agree.

U.S. Management Norm Comparisons. Senior officers (90%) were more likely to agree than employees in the U.S. Management Norm (82%).

Figure 6.7.
Percentage of Members Indicating Agreement Their Service's Core Values Are Clear, by Service and Paygrade Groups



2002 WGR margin of error does not exceed ± 4

Leadership Understands Problems Faced on the Job

Service members were asked whether or not they agreed that their *leadership generally understands the problems they face on their job*.

Service findings. There were no differences across the Services.

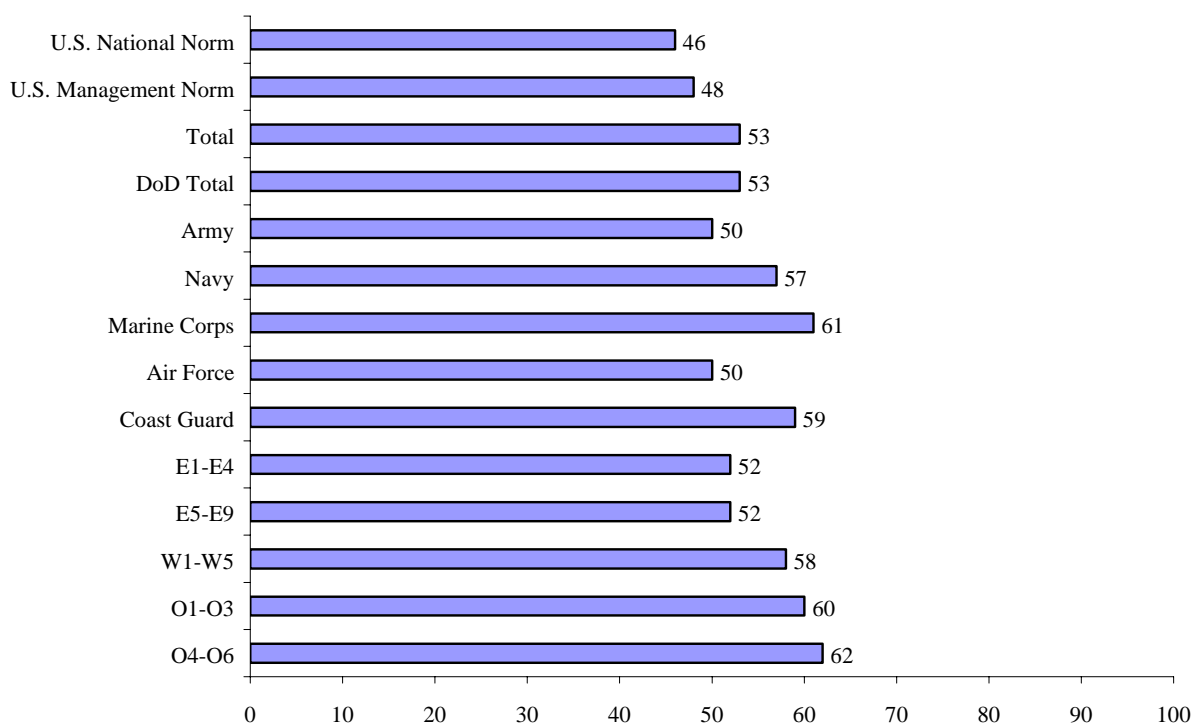
Paygrade findings. Paygrade comparisons showed commissioned officers (O1-O3, 60% and O4-O6, 62%) were more likely than enlisted members (E1-E4, 52% and E5-E9, 52%) to agree.

U.S. National Norm comparisons. When comparing the Services to the U.S. National Norm (46%), service members (53%) were more likely to agree.

U.S. Management Norm comparisons. Senior officers (O4-O6, 62%) were more likely to agree than employees in the U.S. Management Norm (48%).

Figure 6.8.

Percentage of Members Indicating Agreement Leadership Understands Problems Faced on the Job, by Service and Paygrade Groups



2002 WGR margin of error does not exceed ± 6

Immediate Supervisor

To evaluate immediate supervisors, service members were asked to assess the abilities of the immediate supervisor on 12 dimensions of leadership.

Q37. How much do you agree or disagree with each of the following statements about your immediate supervisor? The term “work group” refers to the people with whom you work on a day-to-day basis.

- *Handling the technical-skills part of the job (fully understands the capabilities and limitations of equipment in the work group; demonstrates knowledge of tactical skills)*
- *Handling the people-skills part of the job (demonstrates effective interpersonal skills, listens attentively, demonstrates concern for individuals)*

- *Handling the conceptual-skills part of the job (think through decisions, recognizes and balances competing requirements, uses analytical techniques to solve problems)*
- *Communicating (provides clear direction, explains ideas so that they are easily understood, listens well, keeps others informed, and writes well)*
- *Decision making (makes sound decisions in a timely manner, includes all relevant information in decisions and can generate innovative solutions to unique problems)*
- *Motivating (creates a supportive work environment, inspires people to do their best, acknowledges the good performance of others, and disciplines in a firm, fair, and consistent manner)*
- *Developing (encourages the professional growth of subordinates, is an effective teacher, uses counseling to provide feedback, provides the opportunity to learn, and delegates authority)*
- *Building (builds cohesive teams, gains the cooperation of all team members, encourages and participates in organizational and work group activities, focuses the work group on mission accomplishment)*
- *Learning (encourages open discussion that improves the organization, willingly accepts new challenges, helps the work group adapt to changing circumstances, recognizes personal limitations)*
- *Planning and organizing (develops effective plans to achieve organizational goals, anticipates how different plans will look when executed, sets clear priorities, willingly modifies plans when circumstances change)*
- *Executing (completes assigned missions to standard, monitors the execution of plans to identify problems, is capable of refining plans to exploit unforeseen opportunities)*
- *Assessing (accurately assesses the work group's strengths and weaknesses, conducts effective in-progress reviews and after-action reviews, takes time to find out what subordinate units are doing)*

The items, which were developed by the Army and modified here for administration to a DoD population, are based on the AZIMUTH Short Scale (Keene, Halpin, & Spiegel, 1996; Mathieu, Klimoski, Rouse, & Marsh, 1997; Stewart, Kilcullen, & Hopkins, 1994). Service members responded using a scale with six categories: *strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, and do not know*. For purposes of calculating an average score, *do not know* responses were set to *neither agree nor disagree*. The scale score ranges from 1 to 5, with a higher scale score indicating a more positive agreement with the statement describing their immediate supervisor. Weighted scale scores, by Service, are provided in Table 6.1. Overall, service members were positive in their assessment of their immediate supervisor. Across the Services, Air Force members rated their immediate supervisor's ability to *handle people-skills* (3.8 vs. 3.6-3.7), *handle conceptual-skills* (3.9 vs. 3.7-3.8), and *adapt to challenges*

and improvements through learning (3.8 vs. 3.6, all) higher than members in other DoD Services.

Table 6.1.
Average Assessment of Immediate Supervisor, by Service

	Total	DoD					Coast Guard
		Total DoD	Army	Navy	Marine Corps	Air Force	
Handling technical skills	3.9	3.9	3.9	3.9	3.9	4.0	4.0
Handling people-skills	3.7	3.7	3.6	3.7	3.7	3.8	3.8
Handling conceptual skills	3.8	3.8	3.7	3.8	3.8	3.9	3.9
Communicating	3.7	3.7	3.6	3.7	3.7	3.8	3.8
Decision making	3.7	3.7	3.6	3.6	3.7	3.8	3.8
Motivating	3.5	3.5	3.4	3.5	3.5	3.6	3.6
Developing	3.6	3.6	3.5	3.6	3.6	3.7	3.6
Building	3.5	3.5	3.5	3.5	3.6	3.6	3.6
Learning	3.6	3.6	3.6	3.6	3.6	3.8	3.8
Planning & organizing	3.6	3.6	3.5	3.6	3.7	3.7	3.7
Executing	3.8	3.8	3.7	3.7	3.8	3.8	3.9
Assessing	3.6	3.6	3.5	3.6	3.6	3.7	3.7
<i>Margin of Error</i>	<i>±0.1</i>	<i>±0.1</i>	<i>±0.1</i>	<i>±0.1</i>	<i>±0.1</i>	<i>±0.1</i>	<i>±0.1</i>

Table 6.2 shows the ratings of immediate supervisors, by paygrade. Commissioned officers (O1-O3 and O4-O6, both 4.1) rated their immediate supervisor's ability to *handle the technical-skills part of the job* higher than enlisted members and warrant officers (3.9, all). In addition, commissioned officers rated their supervisor's ability to *communicate* (O1-O3, 3.8 and O4-O6, 3.9 vs. E1-E4, 3.6 and E5-E9, 3.7), *execute* (O1-O3 and O4-O6, both 4.0 vs. E1-E4, 3.7 and E5-E9, 3.8), and *assess* (O1-O3, 3.7 and O4-O6, 3.8 vs. E1-E4, 3.5 and E5-E9, 3.6) higher than enlisted members. Lastly, E1-E4s rated their immediate supervisor's ability to *handle people-skills* (3.6 vs. 3.7-3.9), *handle conceptual skills* (3.6 vs. 3.8-4.1), *communicate* (3.6 vs. 3.7-3.9), *make decisions* (3.5 vs. 3.7-3.9), *motivate* (3.4 vs. 3.5-3.8), *build a team* (3.4 vs. 3.6-3.7), *learn* (3.5 vs. 3.7-3.9), *plan and organize* (3.5 vs. 3.6-3.9), and *execute* (3.7 vs. 3.8-4.0) lower than members of other paygrade groups.

Table 6.2.
Average Assessment of Immediate Supervisor, by Paygrade Groups

	Enlisted Personnel		Warrant Officers	Commissioned Officers	
	E1-E4	E5-E9	W1-W5	O1-O3	O4-O6
Handling technical skills	3.9	3.9	3.9	4.1	4.1
Handling people-skills	3.6	3.7	3.8	3.8	3.9
Handling conceptual skills	3.6	3.8	3.9	4.0	4.1
Communicating	3.6	3.7	3.8	3.8	3.9
Decision making	3.5	3.7	3.8	3.9	3.9
Motivating	3.4	3.5	3.7	3.6	3.8
Developing	3.5	3.6	3.6	3.7	3.8
Building	3.4	3.6	3.6	3.7	3.7
Learning	3.5	3.7	3.8	3.9	3.9
Planning & organizing	3.5	3.6	3.8	3.8	3.9
Executing	3.7	3.8	3.9	4.0	4.0
Assessing	3.5	3.6	3.6	3.7	3.8
<i>Margin of Error</i>	<i>±0.1</i>	<i>±0.1</i>	<i>±0.2</i>	<i>±0.1</i>	<i>±0.1</i>

Summary

Chapter 6 describes service members' overall leadership and ratings of their immediate supervisor. Overall leadership is compared to ISR's U.S. National Norm and U.S. Management Norm, while service members' assessment of their immediate supervisor is only presented by Service and paygrade groups.

Overall

Leadership. A majority of service members agreed their *Service's core values were clear* (83%), their *supervisor had sufficient authority* (73%), and their *supervisor encouraged people to learn from mistakes* (69%).

- When comparing the findings to the U.S. National Norm, service members were more likely to agree their *Service's/organization's core values were clear* (Military, 83% vs. U.S., 78%) and *leadership understood the problems faced on the job* (Military, 53% vs. U.S., 46%).
- Service members were less likely to agree, than employees of the U.S. National Norm, that it was *difficult to balance work and personal responsibilities*, (Military, 27% vs. U.S., 31%) and that they had *trouble getting their work done because their priorities or work objectives change so frequently* (Military, 34% vs. U.S., 38%).
- Service members had positive assessments of their immediate supervisor.

Service Findings

Leadership. Army members were not as positive toward their overall leadership as members from the other Services. For instance, Army members were less likely to agree their *Service's core values were clear* (80% vs. 83-88%) and the *truth could be taken up the chain of command without fear of reprisal* (49% vs. 53-64%) than members of other Services.

- Army members (30% vs. 21-26%) were more likely to agree that it was *difficult to balance work and personal responsibilities* than members from the other Services.
- Within DoD, Army members (41% vs. 30-33%) were more likely to agree they had *trouble getting their work done because their priorities changed too frequently*.
- For service members' assessment of their immediate supervisor, within DoD, Air Force members rated their immediate supervisors' ability to *handle people-skills* (3.8 vs. 3.6-3.7), *handle conceptual-skills* (3.9 vs. 3.7-3.8), and *adapt to challenges and improvements through learning* (3.8 vs. 3.6, all) higher than other Services.

Paygrade Findings

Leadership. When comparing senior officers' assessment of overall leadership to the U.S. Management Norm, senior officers were consistently more positive in their evaluation.

- When comparing overall leadership across paygrade groups, enlisted members were not as positive as commissioned officers. For instance, enlisted members (E1-E4, 36% and E5-E9, 36% vs. O1-O3, 28% and O4-O6, 26%) were more likely than commissioned officers to agree their priorities, or work objectives changed so frequently they had trouble getting work done.
- In addition, enlisted members were less likely to agree than commissioned officers that their *supervisor had sufficient authority* (E1-E4, 70% and E5-E9, 73% vs. O1-O3, 81% and O4-O6, 84%) and *leadership understood the problems faced on the job* (E1-E4, 52% and E5-E9, 52% vs. O1-O3, 60% and O4-O6, 62%).
- Similar findings were present in the analysis of service members' immediate supervisors. For example, enlisted members and warrant officers (3.9, all) rated their immediate supervisors' ability to *handle the technical-skills part of the job* lower than commissioned officers (O1-O3 and O4-O6, both 4.1).
- In addition, E1-E4s rated their immediate supervisor's ability to *handle people-skills* (3.6 vs. 3.7-3.9), *handle conceptual skills* (3.6 vs. 3.8-4.1), *communicate* (3.6 vs. 3.7-3.9), *make decisions* (3.5 vs. 3.7-3.9), *motivate* (3.4 vs. 3.5-3.8), *build a team* (3.4 vs. 3.6-3.7), *learn* (3.5 vs. 3.7-3.9), *plan and organize* (3.5 vs. 3.6-3.9), and *execute* (3.7 vs. 3.8-4.0) lower than members of other paygrade groups.

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Appendix A.

Survey Instrument



RCS: DD-P&R(A) 1947
Exp. 12/21/03
DMDC Survey No. 02-0001

STATUS OF THE ARMED FORCES SURVEYS

Workplace and Gender Relations (Form 2002GB)



DEFENSE MANPOWER DATA CENTER
ATTN: SURVEY PROCESSING ACTIVITY
DATA RECOGNITION CORPORATION
P.O. BOX 5720
MINNETONKA, MN 55343

COMPLETION INSTRUCTIONS

- This is not a test, so take your time.
- Select answers you believe are most appropriate.
- Use a blue or black pen.
- Please PRINT where applicable.
- Place an "X" in the appropriate box or boxes.

RIGHT



WRONG



- To change an answer, completely black out the wrong answer and put an "X" in the correct box as shown below.

CORRECT ANSWER



INCORRECT ANSWER



- Do not make any marks outside of the response and write-in boxes.

MAILING INSTRUCTIONS

- PLEASE RETURN YOUR COMPLETED SURVEY IN THE BUSINESS REPLY ENVELOPE. (If you misplaced the envelope, mail the survey to DMDC, c/o Data Recognition Corp., PO Box 5720, Minnetonka, MN 55343).
- IF YOU ARE RETURNING THE SURVEY FROM ANOTHER COUNTRY, BE SURE TO RETURN THE BUSINESS REPLY ENVELOPE ONLY THROUGH A U.S. GOVERNMENT MAIL ROOM OR POST OFFICE.
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PRIVACY NOTICE

In accordance with the Privacy Act of 1974 (Public Law 93-579), this statement informs you of the purpose of the survey and how the findings will be used. Please read it carefully.

AUTHORITY: 10 USC Sections 136 and 2358.

PRINCIPAL PURPOSE(S): Information collected in this survey will be used to report attitudes and perceptions of members of the Armed Forces about programs and policies. Information provided will assist in the formulation of policies to improve the working environment.

ROUTINE USE(S): None.

DISCLOSURE: Voluntary. However, maximum participation is encouraged so that data will be complete and representative. Ticket numbers and serial numbers on your survey are used to determine if you have responded and to use record data to properly analyze the survey data. Personal identifying information is not used in any reports. Only group statistics will be reported.

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BACKGROUND

1. Are you . . . ?

- ☐ Male
- ☐ Female

2. What is the highest degree or level of school that you have completed? *Mark the one answer that describes the highest grade or degree that you have completed.*

- ☐ Less than 12 years of school (no diploma)
- ☐ GED or other high school equivalency certificate
- ☐ High school diploma
- ☐ Less than 2 years of college credits, but no college degree
- ☐ 2-year college degree (AA/AS)
- ☐ More than 2 years of college credits, but no 4-year college degree
- ☐ 4-year college degree (BA/BS)
- ☐ Some graduate school, but no graduate degree
- ☐ Master's, doctoral or professional school degree (MA/MS/PhD/MD/JD/DVM)

3. Are you Spanish/Hispanic/Latino? *Mark "No" if not Spanish/Hispanic/Latino.*

- ☐ No, not Spanish/Hispanic/Latino
- ☐ Yes, Mexican, Mexican-American, Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, other Spanish/Hispanic/Latino

4. What is your race? *Mark one or more races to indicate what you consider yourself to be.*

- ☐ White
- ☐ Black or African American
- ☐ American Indian or Alaska Native
- ☐ Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese)
- ☐ Native Hawaiian or other Pacific Islander (e.g., Samoan, Guamanian or Chamorro)
- ☐ Some other race (*Please specify below.*)

Please print.

5. What is your marital status?

- ☐ Never married
- ☐ Married
- ☐ Separated
- ☐ Divorced
- ☐ Widowed

6. In what Service are you?

- ☐ Army
- ☐ Navy
- ☐ Marine Corps
- ☐ Air Force
- ☐ Coast Guard

7. What is your current paygrade? *Mark one.*

- | | | | |
|------------------------------|------------------------------|------------------------------|---------------------------------------|
| <input type="checkbox"/> E-1 | <input type="checkbox"/> E-6 | <input type="checkbox"/> W-1 | <input type="checkbox"/> O-1/O1E |
| <input type="checkbox"/> E-2 | <input type="checkbox"/> E-7 | <input type="checkbox"/> W-2 | <input type="checkbox"/> O-2/O2E |
| <input type="checkbox"/> E-3 | <input type="checkbox"/> E-8 | <input type="checkbox"/> W-3 | <input type="checkbox"/> O-3/O3E |
| <input type="checkbox"/> E-4 | <input type="checkbox"/> E-9 | <input type="checkbox"/> W-4 | <input type="checkbox"/> O-4 |
| <input type="checkbox"/> E-5 | | <input type="checkbox"/> W-5 | <input type="checkbox"/> O-5 |
| | | | <input type="checkbox"/> O-6 or above |

8. How many years of active-duty service have you **COMPLETED** (including enlisted, warrant officer, and commissioned officer time)? *To indicate less than one year, enter "00". To indicate thirty-five or more, enter "35".*

YEARS

9. In which term of service are you serving now? *Do not count extensions as separate terms of enlistment.*

- ☐ You are on indefinite status ⇒ **IF INDEFINITE STATUS, GO TO QUESTION 11**
- ☐ You are an officer serving an obligation
- ☐ 1st enlistment
- ☐ 2nd or later enlistment

10. How likely is it that you would be allowed to stay on active duty at the end of your current term or service obligation?

- | | |
|--|--|
| <input type="checkbox"/> Very likely | <input type="checkbox"/> Unlikely |
| <input type="checkbox"/> Likely | <input type="checkbox"/> Very unlikely |
| <input type="checkbox"/> Neither likely nor unlikely | |

11. Assuming you could stay on active duty, how likely is it that you would choose to do so?

- | | |
|--|--|
| <input type="checkbox"/> Very likely | <input type="checkbox"/> Unlikely |
| <input type="checkbox"/> Likely | <input type="checkbox"/> Very unlikely |
| <input type="checkbox"/> Neither likely nor unlikely | |

12. If you could stay on active duty as long as you want, how likely is it that you would choose to serve in the military for at least 20 years?

- ☐ Does not apply, you already have 20 or more years of service
- ☐ Very likely
- ☐ Likely
- ☐ Neither likely nor unlikely
- ☐ Unlikely
- ☐ Very unlikely

13. When you leave active duty, how many total years of service do you expect to have completed? *To indicate less than one year, enter "00". To indicate thirty-five or more, enter "35".*

YEARS

14. In general, has your life been better or worse than you expected when you first entered the military?

- | | |
|--|---|
| <input type="checkbox"/> Much better | <input type="checkbox"/> Somewhat worse |
| <input type="checkbox"/> Somewhat better | <input type="checkbox"/> Much worse |
| <input type="checkbox"/> About what you expected | <input type="checkbox"/> Don't remember |

15. In general, has your work been better or worse than you expected when you first entered the military?

- | | |
|--|---|
| <input type="checkbox"/> Much better | <input type="checkbox"/> Somewhat worse |
| <input type="checkbox"/> Somewhat better | <input type="checkbox"/> Much worse |
| <input type="checkbox"/> About what you expected | <input type="checkbox"/> Don't remember |

16. Indicate the extent to which you are satisfied with each of the following.

	Don't know or does not apply	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied
a. Basic Pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Special and incentive pays including bonuses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Basic Allowance for Subsistence (BAS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Basic Allowance for Housing (BAH)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Retirement pay you would get ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Cost of living adjustments (COLA) to retirement pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Availability of medical care for yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Availability of medical care for your family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Quality of medical care for yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Quality of medical care for your family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Out of pocket costs for medical care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Availability of childcare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Quality of childcare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Affordability of childcare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Family support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Quality of your current residence .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Quality of your work environment (i.e., space, cleanliness, and maintenance and repair)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Opportunities for civilian education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Opportunities for professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Level of care and concern shown by supervisors for subordinates ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Quality of leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Your career, in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- ◆ 17. Indicate the extent to which you agree or disagree with the following statements about your Service.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. Being a member of your Service inspires you to do the best job you can	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. You are willing to make sacrifices to help your Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. You are glad that you are part of your Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. You are NOT willing to put yourself out to help your Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. During the past 6 months, have you done any of the following to explore the possibility of leaving the military? Mark "Yes" or "No" for each item.

	Yes	No
a. Thought seriously about leaving the military	<input type="checkbox"/>	<input type="checkbox"/>
b. Wondered what life might be like as a civilian	<input type="checkbox"/>	<input type="checkbox"/>
c. Discussed leaving and/or civilian opportunities with family or friends	<input type="checkbox"/>	<input type="checkbox"/>
d. Talked about leaving with your immediate supervisor	<input type="checkbox"/>	<input type="checkbox"/>
e. Gathered information on education programs or colleges	<input type="checkbox"/>	<input type="checkbox"/>
f. Gathered information about civilian job options (for example, read newspaper ads, attended a job fair)	<input type="checkbox"/>	<input type="checkbox"/>
g. Attended a program that helps people prepare for civilian employment	<input type="checkbox"/>	<input type="checkbox"/>
h. Prepared a resume	<input type="checkbox"/>	<input type="checkbox"/>
i. Applied for a job	<input type="checkbox"/>	<input type="checkbox"/>
j. Interviewed for a job	<input type="checkbox"/>	<input type="checkbox"/>

19. If you had a friend considering active duty military service, would you recommend that he/she join? Mark "Yes" or "No" for each item.

a. A male friend	b. A female friend
<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
<input type="checkbox"/> No	<input type="checkbox"/> No

20. Do you have children aged 10 or older with whom you talk about careers, jobs, and education?

☐ Yes ⇒ IF YES, CONTINUE WITH QUESTION 21
☐ No ⇒ IF NO, GO TO QUESTION 23

21. When you talk with your children about their future, do you encourage them to consider the military?

☐ Yes
☐ No

22. When you talk with your children about their possible career choices, how positive or negative are you about ...

	Very positive	Positive	Neither positive nor negative	Negative	Very negative
a. The military, in general?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Career opportunities in the military?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Serving in the military, but not as a career?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Part-time (National Guard/Reserve) opportunities in the military?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Career opportunities as a civilian federal government employee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Career opportunities in the civilian sector?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Seeking a college education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. During the last 12 months, where have you served most of your active-duty time?

☐ In one of the 50 states, DC, Puerto Rico, a U.S. Territory or possession
☐ Please print the two-letter postal abbreviation - for example "AK" for Alaska
☐ Europe (e.g., Bosnia-Herzegovina, Germany, Italy, Serbia, United Kingdom)
☐ Former Soviet Union (e.g., Russia, Tajikistan, Uzbekistan)
☐ East Asia and Pacific (e.g., Australia, Japan, Korea)
☐ North Africa, Near East, or South Asia (e.g., Bahrain, Diego Garcia, Kuwait, Saudi Arabia)
☐ Sub-Saharan Africa (e.g., Kenya, South Africa)
☐ Western Hemisphere (e.g., Cuba, Honduras, Peru)

24. During the last 12 months, where have you lived most of your active-duty time?

☐ Aboard ship
☐ Barracks/dorm (including BEQ or BOQ)
☐ Military family housing, on base
☐ Military family housing, off base
☐ Civilian housing you own or pay mortgage on
☐ Military or civilian housing you rent, off base
☐ Other

In this survey, the definition of "military duties" includes deployments, TDYs/TADs, training, military education, time at sea, and field exercises/alerts.

25. In the past 12 months, have you been away from your permanent duty station/homeport overnight because of your military duties?

☐ Yes ⇒ IF YES, CONTINUE WITH QUESTION 26
☐ No ⇒ IF NO, GO TO QUESTION 29

26. During the past 12 months, how many separate times were you away from your permanent duty station/homeport for at least one night because of your military duties?

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> 1 - 2 times | <input type="checkbox"/> 9 - 10 times |
| <input type="checkbox"/> 3 - 4 times | <input type="checkbox"/> 11 - 12 times |
| <input type="checkbox"/> 5 - 6 times | <input type="checkbox"/> 13 - 24 times |
| <input type="checkbox"/> 7 - 8 times | <input type="checkbox"/> 25 times or more |

27. During the past 12 months, how long were you away from your permanent duty station/homeport for the following military duties? *Assign each of your nights away to only one type of military duty.*

	10 to 12 months					
	7 months to less than 10 months					
	5 months to less than 7 months					
	3 months to less than 5 months					
	1 month to less than 3 months					
	Less than 1 month					
	None					
a. Operation Enduring Freedom..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Peacekeeping or other contingency operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Foreign humanitarian assistance mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Unit training at combat training center.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Counter drug operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Domestic disaster or civil emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Time at sea for scheduled deployments (other than for the above)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other time at sea (other than for the above)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Joint training/field exercises/alerts (other than for the above)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Military education (other than for the above)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other TDYs/TADs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. In the past 12 months, what was the total length of time you were away from your permanent duty station/homeport because of your military duties? *Add up all nights away from your permanent duty station.*

- ☐ Less than 1 month
- ☐ 1 month to less than 3 months
- ☐ 3 months to less than 5 months
- ☐ 5 months to less than 7 months
- ☐ 7 months to less than 10 months
- ☐ 10 to 12 months

YOUR WORKPLACE

- If you have been at your current duty location (ship) for one month or more, answer the questions on Workplace for your current duty location (ship), even if you are not permanently stationed at that location.
- Otherwise, answer the questions for the last duty location where you were located for at least a month.

29. How many months have you completed at your duty location/ship during your current tour? To indicate ninety-nine or more, enter "99".

MONTHS

30. Is this location your permanent duty location/ship?

- ☐ Yes
- ☐ No, you are TDY/TAD attending training
- ☐ No, you are TDY/TAD for reasons other than training

31. Are you currently . . . Mark "Yes" or "No" for each item.

	Yes	No
a. A student in a military course?	<input type="checkbox"/>	<input type="checkbox"/>
b. Serving aboard a ship at sea?	<input type="checkbox"/>	<input type="checkbox"/>
c. In the shore part of a ship/shore rotation?	<input type="checkbox"/>	<input type="checkbox"/>
d. In a military occupational specialty (e.g., MOS/AFSC/Rating) not usually held by persons of your gender?	<input type="checkbox"/>	<input type="checkbox"/>
e. In a work environment where members of your gender are uncommon?	<input type="checkbox"/>	<input type="checkbox"/>
f. On a deployment that will keep you away from home for at least 30 consecutive days?	<input type="checkbox"/>	<input type="checkbox"/>

32. What is the gender of your immediate supervisor?

- ☐ Male
- ☐ Female

33. What is the paygrade of your immediate supervisor?

- | | | |
|---------------------------------------|------------------------------|---------------------------------------|
| <input type="checkbox"/> E-4 or below | <input type="checkbox"/> W-1 | <input type="checkbox"/> O-1/O1E |
| <input type="checkbox"/> E-5 | <input type="checkbox"/> W-2 | <input type="checkbox"/> O-2/O2E |
| <input type="checkbox"/> E-6 | <input type="checkbox"/> W-3 | <input type="checkbox"/> O-3/O3E |
| <input type="checkbox"/> E-7 | <input type="checkbox"/> W-4 | <input type="checkbox"/> O-4 |
| <input type="checkbox"/> E-8 | <input type="checkbox"/> W-5 | <input type="checkbox"/> O-5 |
| <input type="checkbox"/> E-9 | | <input type="checkbox"/> O-6 or above |
- ☐ Civilian GS-1 to GS-6 (or equivalent)
- ☐ Civilian GS-7 to GS-11 (or equivalent)
- ☐ Civilian GS-12 or above (or equivalent)

◆ 34. Which of the following statements best describes the gender mix of your current work group, that is, the people with whom you work on a day-to-day basis?

- ☐ All men
- ☐ Almost entirely men
- ☐ More men than women
- ☐ About equal numbers of men and women
- ☐ More women than men
- ☐ Almost entirely women
- ☐ All women

35. To what extent do you agree or disagree with the following statements about your workplace?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. I know what is expected of me at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I have the materials and equipment I need to do my work right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. At work, I have the opportunity to do what I do best every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. In the last 7 days, I have received recognition or praise for doing good work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My supervisor, or someone at work, seems to care about me as a person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. There is someone at work who encourages my development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. At work, my opinions seem to count	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The mission/purpose of my Service makes me feel my job is important ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My coworkers are committed to doing quality work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I have a best friend at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. In the last 6 months, someone at work has talked to me about my progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. This last year, I have had opportunities at work to learn and to grow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. At my workplace, a person's job opportunities and promotions are based only on work-related characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. My supervisor helps everyone in my work group feel included	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. I trust my supervisor to deal fairly with issues of equal treatment at my workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. At my workplace, all employees are kept well informed about issues and decisions that affect them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. Please indicate whether you agree or disagree with the following statements.

	Agree	Tend to agree	?	Tend to disagree	Disagree
a. My chain of command keeps me informed about important issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. If I make a request through channels in my work group, I know somebody will listen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My Service has established a climate where the truth can be taken up the chain of command without fear of reprisal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I find it very difficult to balance my work and personal responsibilities ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Priorities or work objectives are changed so frequently, I have trouble getting my work done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My supervisor encourages people to learn from mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. My supervisor has sufficient authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I believe my Service's core values are clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Leadership generally understands the problems we face on our jobs ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. How much do you agree or disagree with each of the following statements about your immediate supervisor? *The term "work group" refers to the people with whom you work on a day-to-day basis.*

	Don't know	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. Handling the technical-skills part of the job (fully understands the capabilities and limitations of equipment in the work group; demonstrates knowledge of tactical skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Handling the people-skills part of the job (demonstrates effective interpersonal skills, listens attentively, demonstrates concern for individuals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Handling the conceptual-skills part of the job (thinks through decisions, recognizes and balances competing requirements, uses analytical techniques to solve problems) ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. Continued

	Don't know	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
d. Communicating (provides clear direction, explains ideas so that they are easily understood, listens well, keeps others informed, and writes well)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Decision making (makes sound decisions in a timely manner, includes all relevant information in decisions and can generate innovative solutions to unique problems)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Motivating (creates a supportive work environment, inspires people to do their best, acknowledges the good performance of others, and disciplines in a firm, fair, and consistent manner).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Developing (encourages the professional growth of subordinates, is an effective teacher, uses counseling to provide feedback, provides the opportunity to learn, and delegates authority).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Building (builds cohesive teams, gains the cooperation of all team members, encourages and participates in organizational and work group activities, focuses the work group on mission accomplishment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Learning (encourages open discussion that improves the organization, willingly accepts new challenges, helps the work group adapt to changing circumstances, recognizes personal limitations). .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Planning and organizing (develops effective plans to achieve organizational goals, anticipates how different plans will look when executed, sets clear priorities, willingly modifies plans when circumstances change). . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Executing (completes assigned missions to standard, monitors the execution of plans to identify problems, is capable of refining plans to exploit unforeseen opportunities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Assessing (accurately assesses the work group's strengths and weaknesses, conducts effective in-progress reviews and after-action reviews, takes time to find out what subordinate units are doing).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. To what extent do you agree or disagree with the following statements about your work group?

	Don't know	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. The leaders in your work group set high standards for Service members in terms of good behavior and discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The leaders in your work group are more interested in looking good than being good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. You are impressed with the quality of leadership in your work group. .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. You would go for help with a personal problem to people in your chain of command	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The leaders in your work group are not concerned with the way Service members treat each other as long as the job gets done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The leaders in your work group are more interested in furthering their careers than in the well-being of their Service members . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Leaders in your work group treat Service members with respect . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Leaders most often get willing and whole-hearted cooperation from the Service members in your work group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The NCOs/petty officers in your chain of command are a good source of support for Service members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. To what extent do you agree or disagree with the following statements about . . .

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
THE PEOPLE YOU WORK WITH					
a. There is very little conflict among your coworkers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. You like your coworkers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Your coworkers put in the effort required for their jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. You are satisfied with the relationships you have with your coworkers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The people in your work group tend to get along	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The people in your work group are willing to help each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

◆ 39. Continued

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

THE WORK YOU DO

- g. Your work provides you with a sense of pride ☐ ☐ ☐ ☐ ☐
- h. Your work makes good use of your skills ☐ ☐ ☐ ☐ ☐
- i. Your present assignment is good for your military career ☐ ☐ ☐ ☐ ☐
- j. You like the kind of work you do ☐ ☐ ☐ ☐ ☐
- k. Your job gives you the chance to acquire valuable skills ☐ ☐ ☐ ☐ ☐
- l. You are satisfied with your job as a whole ☐ ☐ ☐ ☐ ☐

40. How often during the past 12 months have you been in workplace situations where military personnel, civilian employees, and/or contractor employees have targeted you with any of the following behaviors?

Very often	Often	Sometimes	Once or twice	Never
------------	-------	-----------	---------------	-------

- a. Using an angry tone of voice ☐ ☐ ☐ ☐ ☐
- b. Avoiding you ☐ ☐ ☐ ☐ ☐
- c. Making you look bad ☐ ☐ ☐ ☐ ☐
- d. Yelling or raising one's voice ☐ ☐ ☐ ☐ ☐
- e. Withholding information from you ... ☐ ☐ ☐ ☐ ☐
- f. Swearing directed at you ☐ ☐ ☐ ☐ ☐
- g. Talking about you behind your back . ☐ ☐ ☐ ☐ ☐
- h. Insulting, criticizing you (including sarcasm) ☐ ☐ ☐ ☐ ☐
- i. Saying offensive or crude things about you ☐ ☐ ☐ ☐ ☐
- j. Flaunting status or power over you . ☐ ☐ ☐ ☐ ☐

MENTORING

41. In your opinion, have you ever had a mentor while in the military?

- ☐ Yes, you have one now. ⇒ **IF YES, CONTINUE WITH QUESTION 42**
- ☐ Yes, you had one, but you don't have one now. ⇒ **IF YES, CONTINUE WITH QUESTION 42**
- ☐ No, but you would have liked one. ⇒ **IF NO, GO TO QUESTION 45**
- ☐ No, and you never wanted one. ⇒ **IF NO, GO TO QUESTION 45**
- ☐ No, you do not know what a mentor is. ⇒ **IF NO, GO TO QUESTION 45**

42. Who is your current mentor (or, if you have no current mentor, who was your most recent mentor)? **Mark one.**

- ☐ A commissioned officer
- ☐ A warrant officer
- ☐ An NCO/petty officer
- ☐ A junior enlisted Service member
- ☐ A DoD civilian
- ☐ Other (*Please specify below.*)

Please print.

43. Is your current mentor (or was your most recent mentor) . . . ? **Mark one.**

- ☐ Your rater
- ☐ Your senior rater
- ☐ A person who is/was higher in rank than you, but not your rater or your senior rater
- ☐ A person who is/was at your same rank
- ☐ A person who is/was lower in rank than you
- ☐ A person who is not or was not in the military at the time the mentoring was provided

44. If your current mentor (or if none now, your most recent mentor) provides the following assistance, how helpful is/was each to you? **Please mark one answer for each statement.**

Extremely helpful	Very helpful	Moderately helpful	Slightly helpful	Not at all helpful	Not provided
-------------------	--------------	--------------------	------------------	--------------------	--------------

- a. Teaches job skills ☐ ☐ ☐ ☐ ☐ ☐
- b. Gives feedback on your job performance ☐ ☐ ☐ ☐ ☐ ☐
- c. Assigns challenging tasks ☐ ☐ ☐ ☐ ☐ ☐
- d. Helps develop your skills/competencies for future assignments ☐ ☐ ☐ ☐ ☐ ☐
- e. Provides support and encouragement ☐ ☐ ☐ ☐ ☐ ☐
- f. Provides personal and social guidance ☐ ☐ ☐ ☐ ☐ ☐
- g. Provides career guidance ☐ ☐ ☐ ☐ ☐ ☐
- h. Demonstrates trust ☐ ☐ ☐ ☐ ☐ ☐
- i. Acts as a role model ☐ ☐ ☐ ☐ ☐ ☐
- j. Protects you ☐ ☐ ☐ ☐ ☐ ☐
- k. Invites you to observe activities at his/her level ☐ ☐ ☐ ☐ ☐ ☐
- l. Instills Service core values ☐ ☐ ☐ ☐ ☐ ☐
- m. Provides moral/ethical guidance.. ☐ ☐ ☐ ☐ ☐ ☐
- n. Teaches/advises on organizational politics ☐ ☐ ☐ ☐ ☐ ☐
- o. Provides sponsorship/contacts to advance your career ☐ ☐ ☐ ☐ ☐ ☐
- p. Assists in obtaining future assignments ☐ ☐ ☐ ☐ ☐ ☐

READINESS, HEALTH, AND WELL-BEING

45. Taking into account your training and experience, how well prepared are you to perform your wartime job?

- | | |
|---|---|
| <input type="checkbox"/> Very well prepared | <input type="checkbox"/> Poorly prepared |
| <input type="checkbox"/> Well prepared | <input type="checkbox"/> Very poorly prepared |
| <input type="checkbox"/> Neither well nor poorly prepared | |

46. How well prepared are you physically to perform your wartime job?

- | | |
|---|---|
| <input type="checkbox"/> Very well prepared | <input type="checkbox"/> Poorly prepared |
| <input type="checkbox"/> Well prepared | <input type="checkbox"/> Very poorly prepared |
| <input type="checkbox"/> Neither well nor poorly prepared | |

47. Not including injuries, how many days in the past 12 months have you been too sick to do your job?

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 11 - 15 days |
| <input type="checkbox"/> 1 - 5 days | <input type="checkbox"/> 16 - 20 days |
| <input type="checkbox"/> 6 - 10 days | <input type="checkbox"/> 21 or more days |

48. How many days in the past 12 months have you been unable to do your job because of an injury suffered at work?

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 11 - 15 days |
| <input type="checkbox"/> 1 - 5 days | <input type="checkbox"/> 16 - 20 days |
| <input type="checkbox"/> 6 - 10 days | <input type="checkbox"/> 21 or more days |

49. How many days in the past 12 months have you been unable to do your job because of an injury suffered outside of work?

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 11 - 15 days |
| <input type="checkbox"/> 1 - 5 days | <input type="checkbox"/> 16 - 20 days |
| <input type="checkbox"/> 6 - 10 days | <input type="checkbox"/> 21 or more days |

50. How true or false is each of the following statements for you? *Please mark one answer for each statement.*

Definitely true
Mostly true
Mostly false
Definitely false

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. I am as healthy as anybody I know | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. I seem to get sick a little easier than other people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. I expect my health to get worse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. My health is excellent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

51. How much of the time during the past 4 weeks have you had any of the following problems with your work or other regular daily activities as a result of your physical health? *Please mark one answer for each statement.*

All or most of the time
A good bit of the time
Some of the time
Little or none of the time

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Cut down on the amount of time you spent on work or other activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Accomplished less than you would like. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Were limited in the kind of work or other activities you do | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Had difficulty performing the work or other activities you do (for example, it took extra effort) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

52. How much of the time during the past 4 weeks have you had any of the following problems with your work or other regular daily activities as a result of emotional problems (such as feeling depressed or anxious)? *Please mark one answer for each statement.*

All or most of the time
A good bit of the time
Some of the time
Little or none of the time

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Cut down on the amount of time you spent on work or other activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Accomplished less than you would like. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Didn't do work or other activities as carefully as usual | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

53. How much of the time during the past 4 weeks have you ... *Please mark one answer for each statement.*

All or most of the time
A good bit of the time
Some of the time
Little or none of the time

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Felt calm and peaceful? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Been a very nervous person? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Felt so down in the dumps that nothing could cheer you up? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Felt downhearted and blue? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Been a happy person? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

GENDER RELATED EXPERIENCES IN THE MILITARY IN THE PAST 12 MONTHS

54. During the past 12 months, did any of the following happen to you? If it did, do you believe your gender was a factor? *Mark only one answer for each statement.*

Yes, and your gender was a factor
Yes, but your gender was NOT a factor
No, or does not apply

- | | | | |
|--|-----------------------------------|---------------------------------------|--------------------------|
| | Yes, and your gender was a factor | Yes, but your gender was NOT a factor | No, or does not apply |
| a. You were rated lower than you deserved on your last evaluation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Your last evaluation contained unjustified negative comments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. You were held to a higher performance standard than others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. You did not get an award or decoration given to others in similar circumstances .. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Your current assignment has not made use of your job skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Your current assignment is not good for your career if you continue in the military | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. You did not receive day-to-day, short-term tasks that would have helped you prepare for advancement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. You did not have a professional relationship with someone who advised (mentored) you on career development or advancement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. You did not learn-until it was too late-of opportunities that would have helped your career | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. You were unable to get straight answers about your promotion possibilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. You were excluded from social events important to career development and being kept informed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. You did not get a job assignment that you wanted and for which you were qualified | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. If you answered "Yes, and your gender was a factor" to "l" above, was this assignment legally open to women? | | | |
| | <input type="checkbox"/> No | <input type="checkbox"/> Yes | |
| n. Have you had any other adverse personnel actions in the past 12 months? (If "Yes," please specify below.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please print.

55. In this question you are asked about sex/gender related talk and/or behavior that was unwanted, uninvited, and in which you did not participate willingly.

How often during the past 12 months have you been in situations involving

- Military Personnel
 - on- or off-duty
 - on- or off-installation or ship; and/or
- Civilian Employees and/or Contractors
 - In your workplace or on your installation/ship

where one or more of these individuals (of either gender) . . .

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Very often | Often | Sometimes | Once or twice | Never |
| a. Repeatedly told sexual stories or jokes that were offensive to you? ... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Referred to people of your gender in insulting or offensive terms? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Made unwelcome attempts to draw you into a discussion of sexual matters (for example, attempted to discuss or comment on your sex life)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Treated you "differently" because of your gender (for example, mistreated, slighted, or ignored you)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Made offensive remarks about your appearance, body, or sexual activities? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Made gestures or used body language of a sexual nature that embarrassed or offended you? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Made offensive sexist remarks (for example, suggesting that people of your gender are not suited for the kind of work you do)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Put you down or was condescending to you because of your gender? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Continued to ask you for dates, drinks, dinner, etc., even though you said "No"? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Made you feel like you were being bribed with some sort of reward or special treatment to engage in sexual behavior? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Made you feel threatened with some sort of retaliation for not being sexually cooperative (for example, by mentioning an upcoming review)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

55. Continued

	Very often	Often	Sometimes	Once or twice	Never
m. Touched you in a way that made you feel uncomfortable?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
n. Made unwanted attempts to stroke, fondle, or kiss you?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
o. Treated you badly for refusing to have sex?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
p. Implied faster promotions or better treatment if you were sexually cooperative?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
q. Attempted to have sex with you without your consent or against your will, but was not successful? ...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
r. Had sex with you without your consent or against your will?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
s. Other unwanted gender-related behavior? (Unless you mark "Never," please describe below.)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Please print.

56. Do you consider ANY of the behaviors (a through s) which YOU MARKED AS HAPPENING TO YOU in Question 55 to have been sexual harassment?

- ☒ None were sexual harassment ⇒ **CONTINUE WITH QUESTION 57**
- ☒ Some were sexual harassment; some were not sexual harassment ⇒ **CONTINUE WITH QUESTION 57**
- ☒ All were sexual harassment ⇒ **CONTINUE WITH QUESTION 57**
- ☒ Does not apply—I marked "Never" to every item in Question 55 ⇒ **GO TO QUESTION 76**

One Situation with the Greatest Effect

57. Think about the situation(s) you experienced during the past 12 months that involved the behaviors you marked in Question 55. Now pick the SITUATION THAT HAD THE GREATEST EFFECT ON YOU.

57. Continued

What did the person(s) do during this situation?
Mark one answer for each behavior.

	Did this	Did not do this
a. Repeatedly told sexual stories or jokes that were offensive to you	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
b. Referred to people of your gender in insulting or offensive terms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
c. Made unwelcome attempts to draw you into a discussion of sexual matters (for example, attempted to discuss or comment on your sex life)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
d. Treated you "differently" because of your gender (for example, mistreated, slighted, or ignored you)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
e. Made offensive remarks about your appearance, body, or sexual activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
f. Made gestures or used body language of a sexual nature that embarrassed or offended you	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
g. Made offensive sexist remarks (for example, suggesting that people of your gender are not suited for the kind of work you do)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
h. Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
i. Put you down or was condescending to you because of your gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
j. Continued to ask you for dates, drinks, dinner, etc., even though you said "No"	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
k. Made you feel like you were being bribed with some sort of reward or special treatment to engage in sexual behavior	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
l. Made you feel threatened with some sort of retaliation for not being sexually cooperative (for example, by mentioning an upcoming review)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
m. Touched you in a way that made you feel uncomfortable	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
n. Made unwanted attempts to stroke, fondle, or kiss you	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
o. Treated you badly for refusing to have sex ..	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
p. Implied faster promotions or better treatment if you were sexually cooperative ..	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
q. Attempted to have sex with you without your consent or against your will, but was not successful	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
r. Had sex with you without your consent or against your will	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
s. Other unwanted gender-related behavior (If you mark "Did this," please describe below.) ..	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Please print.

The remaining questions in this section refer to the one situation that had the greatest effect on you - Question 57.

58. To what degree was this situation . . .

	Extremely	Very	Moderately	Slightly	Not at all
a. Annoying?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Offensive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Disturbing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Threatening?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Embarrassing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Frightening?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

59. Where and when did this situation occur?

	All of it	Most of it	Some of it	None of it
a. At a military installation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. At work (the place where you perform your military duties)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. During duty hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. In the local community around an installation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

60. What was the gender of the person(s) involved?

- ☐ Male
☐ Female
☐ Both males and females were involved
☐ Gender unknown

61. Was the person(s) involved . . . Mark "Yes" or "No" for each.

	Yes	No
a. Your immediate military supervisor?	<input type="checkbox"/>	<input type="checkbox"/>
b. Your immediate civilian supervisor?	<input type="checkbox"/>	<input type="checkbox"/>
c. Your unit commander?	<input type="checkbox"/>	<input type="checkbox"/>
d. Other military person(s) of higher rank/grade than you?	<input type="checkbox"/>	<input type="checkbox"/>
e. Other civilian employee(s) of higher rank/grade than you?	<input type="checkbox"/>	<input type="checkbox"/>
f. Your military coworker(s)?	<input type="checkbox"/>	<input type="checkbox"/>
g. Your civilian coworker(s)?	<input type="checkbox"/>	<input type="checkbox"/>
h. Your military subordinate(s)?	<input type="checkbox"/>	<input type="checkbox"/>
i. Your civilian subordinate(s)?	<input type="checkbox"/>	<input type="checkbox"/>
j. Your military training instructor?	<input type="checkbox"/>	<input type="checkbox"/>
k. Your civilian training instructor?	<input type="checkbox"/>	<input type="checkbox"/>
l. Other military person(s)?	<input type="checkbox"/>	<input type="checkbox"/>
m. Other civilian person(s)?	<input type="checkbox"/>	<input type="checkbox"/>
n. Other or unknown person(s)?	<input type="checkbox"/>	<input type="checkbox"/>

62. During the course of the situation you have in mind, how often did the event(s) occur?

- ☐ Once
☐ Occasionally
☐ Frequently
☐ Almost every day
☐ More than once a day

63. How long did this situation last, or if continuing, how long has it been going on?

- ☐ Less than 1 week
☐ 1 week to less than 1 month
☐ 1 month to less than 3 months
☐ 3 months to less than 6 months
☐ 6 months to less than 9 months
☐ 9 months to less than 12 months
☐ 12 months or more

64. Is the situation still going on?

- ☐ Yes
☐ No

65. To what extent did you . . .

	Very large extent	Large extent	Moderate extent	Small extent	Not at all
a. Try to avoid the person(s) who bothered you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Try to forget it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Tell the person(s) you didn't like what he or she was doing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Stay out of the person's or persons' way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Tell yourself it was not really important?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Talk to some of your <u>family</u> about the situation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Talk to some of your <u>coworkers</u> about the situation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Talk to some of your <u>friends</u> about the situation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Talk to a <u>chaplain or counselor</u> about the situation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Try to avoid being alone with the person(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Tell the person(s) to stop?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Just put up with it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Ask the person(s) to leave you alone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Blame yourself for what happened?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Assume the person(s) meant well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Pray about it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Pretend not to notice, hoping the person(s) would leave you alone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Do something else in response to the situation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

66. Did you report this situation to any of the following installation/Service/DoD individuals or organizations? Mark "Yes" or "No" for each.

	Yes	No
a. Your immediate supervisor	<input type="checkbox"/>	<input type="checkbox"/>
b. Someone else in your chain-of-command (including your commanding officer)	<input type="checkbox"/>	<input type="checkbox"/>
c. Supervisor(s) of the person(s) who did it ..	<input type="checkbox"/>	<input type="checkbox"/>
d. Special military office responsible for handling these kinds of complaints (for example, Military Equal Opportunity or Civil Rights Office)	<input type="checkbox"/>	<input type="checkbox"/>
e. Other installation/Service/DoD person or office with responsibility for follow-up ..	<input type="checkbox"/>	<input type="checkbox"/>

67. Did you answer "Yes" to at least one item in Question 66?

- ☐ Yes ⇒ IF YES, CONTINUE WITH QUESTION 68
☐ No ⇒ IF NO, GO TO QUESTION 74

68. What actions were taken in response to your report? Mark "Yes," "No," or "Don't know" for each.

	Don't know	No	Yes
a. Person(s) who bothered you was/were talked to about the behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Your complaint was/is being investigated .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. You were encouraged to drop the complaint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Your complaint was discounted or not taken seriously (for example, you were told that's just the way it is, not to overreact, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. No action was taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

69. How satisfied are you with the following aspects of the reporting process?

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied
a. Availability of information about how to file a complaint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Treatment by personnel handling your complaint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Amount of time it took/is taking to resolve your complaint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. How well you are/were kept informed about the progress of your complaint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Degree to which your privacy is/was being protected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

70. Is the action still being processed?

- ☐ Yes ⇒ IF YES, GO TO QUESTION 73
☐ No ⇒ IF NO, GO TO QUESTION 71

71. What was the outcome of your complaint? Mark "Yes," "No," or "Don't know" for each.

	Don't know	No	Yes
a. They found your complaint to be true	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. They found your complaint to be untrue ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. They were unable to determine whether your complaint was true or not	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The outcome of your complaint was explained to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The situation was corrected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Some action was taken against the person(s) who bothered you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Nothing was done about the complaint ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Action was taken against you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

72. How satisfied were you with the outcome of your complaint?

- ☐ Very satisfied
☐ Satisfied
☐ Neither satisfied nor dissatisfied
☐ Dissatisfied
☐ Very dissatisfied

→ If you were dissatisfied/very dissatisfied with the outcome of your complaint, please specify why below.

Please print.

73. Did you report all of the behaviors you marked in Question 57 to one of the installation/Service/DoD individuals or organizations listed in Question 66?

- ☐ Yes ⇒ IF YES, GO TO QUESTION 75
☐ No ⇒ IF NO, CONTINUE WITH QUESTION 74

74. What were your reasons for not reporting behaviors to any of the installation/Service/DoD individuals or organizations in Question 66? Mark "Yes" or "No" for each.

	Yes	No
a. Was not important enough to report	<input type="checkbox"/>	<input type="checkbox"/>
b. You did not know how to report	<input type="checkbox"/>	<input type="checkbox"/>
c. You felt uncomfortable making a report ...	<input type="checkbox"/>	<input type="checkbox"/>
d. You took care of the problem yourself	<input type="checkbox"/>	<input type="checkbox"/>
e. You talked to someone informally in your chain-of-command	<input type="checkbox"/>	<input type="checkbox"/>
f. You did not think anything would be done if you reported	<input type="checkbox"/>	<input type="checkbox"/>
g. You thought you would not be believed if you reported	<input type="checkbox"/>	<input type="checkbox"/>
h. You thought your coworkers would be angry if you reported	<input type="checkbox"/>	<input type="checkbox"/>
i. You wanted to fit in	<input type="checkbox"/>	<input type="checkbox"/>

74. Continued

	Yes	No
j. You thought reporting would take too much time and effort	<input type="checkbox"/>	<input type="checkbox"/>
k. You thought you would be labeled a troublemaker if you reported	<input type="checkbox"/>	<input type="checkbox"/>
l. A <u>peer</u> talked you out of making a formal complaint	<input type="checkbox"/>	<input type="checkbox"/>
m. A <u>supervisor</u> talked you out of making a formal complaint	<input type="checkbox"/>	<input type="checkbox"/>
n. You did not want to hurt the person's or persons' feelings, family, or career.....	<input type="checkbox"/>	<input type="checkbox"/>
o. You thought your performance evaluation or chance for promotion would suffer if you reported	<input type="checkbox"/>	<input type="checkbox"/>
p. You were afraid of retaliation from the <u>person(s) who did it</u>	<input type="checkbox"/>	<input type="checkbox"/>
q. You were afraid of retaliation or reprisals from <u>friends/associates of the person(s) who did it</u>	<input type="checkbox"/>	<input type="checkbox"/>
r. You were afraid of retaliation or reprisals from <u>your supervisors or chain-of-command</u>	<input type="checkbox"/>	<input type="checkbox"/>
s. Some other reason	<input type="checkbox"/>	<input type="checkbox"/>

75. Sometimes people may have problems at work after a situation like the one you experienced. Did any of the following things happen as a result of the situation or how you responded to it? Mark "Yes," "No," or "Don't know" for each.

	Don't know	No	Yes
a. You were ignored by others at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. You were blamed for the situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. People gossiped about you in an unkind or negative way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. You lost perks/privileges that you had before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. You were given less favorable job duties..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. You were denied an opportunity for training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. You were given an unfair performance evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. You were unfairly disciplined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. You were denied a promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. You were transferred to a less desirable job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. You were unfairly demoted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. You were mistreated in some other way ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OTHER WORKPLACE EXPERIENCES

The following items describe situations that sometimes happen in the workplace. What do you think would happen at your duty station in situations like these?

76. Suppose that a coworker at your duty station were to talk a lot at work about sex, trying to get others to talk about it, too. Mark if you "agree" or "disagree" with each of the following statements.

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree

If a coworker at your duty station were to do this ...

a. Others in the unit would not care ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The coworker would get in trouble with his or her supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Others in the unit would tell the coworker to stop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Leadership would ignore it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If another coworker were to complain about this ...

e. The complaint would be taken seriously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. It would be risky for the person making the complaint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Some corrective action would be taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other coworkers would treat the person who made the complaint badly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The complaint would be ignored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

77. Suppose that a coworker at your duty station were to keep asking others for dates even after they have made it clear that they were not interested. Mark if you "agree" or "disagree" with each of the following statements.

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree

If a coworker at your duty station were to do this ...

a. Others in the unit would not care ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The coworker would get in trouble with his or her supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Others in the unit would tell the coworker to stop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Leadership would ignore it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If another coworker were to complain about this ...

e. The complaint would be taken seriously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. It would be risky for the person making the complaint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Some corrective action would be taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other coworkers would treat the person who made the complaint badly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The complaint would be ignored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

78. Suppose that a supervisor at your duty station were to suggest that the way to get along and get good assignments is to be sexually cooperative to him/her. **Mark if you "agree" or "disagree" with each of the following statements.**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

If a supervisor at your duty station were to do this . . .

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Others in the unit would not care . . . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The supervisor would get in trouble with his or her supervisor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Others in the unit would tell the supervisor to stop | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Leadership would ignore it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If a coworker were to complain about this . . .

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| e. The complaint would be taken seriously | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. It would be risky for the person making the complaint | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Some corrective action would be taken | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Other coworkers would treat the person who made the complaint badly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. The complaint would be ignored | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PERSONNEL POLICY AND PRACTICES

79. Please give your opinion about whether the persons below make honest and reasonable efforts to stop sexual harassment, regardless of what is said officially. **Mark "Yes," "No," or "Don't know" for each.**

Don't know	No	Yes
------------	----	-----

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| a. Senior leadership of my Service | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Senior leadership of my installation/ship . . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. My immediate supervisor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

80. Have you had any training during the *past 12 months* on topics related to sexual harassment?

- ☐ Yes ⇒ **IF YES, CONTINUE WITH QUESTION 81**
☐ No ⇒ **IF NO, GO TO QUESTION 83**

81. In the past 12 months, how many times have you had training on topics related to sexual harassment? **To indicate nine or more, enter "9".**

TIMES

82. My Service's training . . . **Mark if you "agree" or "disagree" with each of the following statements.**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Provides a good understanding of what words and actions are considered sexual harassment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Teaches that sexual harassment reduces the cohesion and effectiveness of your <u>Service</u> as a whole | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Teaches that sexual harassment makes it difficult for individual <u>Service members</u> to perform their duties | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Identifies behaviors that are offensive to others and should not be tolerated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Gives useful tools for dealing with sexual harassment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Makes you feel it is safe to complain about unwanted, sex-related attention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Provides information about policies, procedures, and consequences of sexual harassment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

83. To what extent is/are . . .

Very large extent	Large extent	Moderate extent	Small extent	Not at all
-------------------	--------------	-----------------	--------------	------------

IN YOUR UNIT/WORK GROUP

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Policies forbidding sexual harassment publicized? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Complaint procedures related to sexual harassment publicized? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Complaints about sexual harassment taken seriously no matter who files them? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Enlisted members required to attend formal sexual harassment training? . . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Officers required to attend formal sexual harassment training? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Leaders consistently modeling respectful behavior to both male and female personnel? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Male supervisors asking female officers or NCOs/petty officers from other work groups to "deal with" problems involving female subordinates? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Very large extent
Large extent
Moderate extent
Small extent
Not at all

ON YOUR INSTALLATION/SHIP

h. Policies forbidding sexual harassment publicized?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
i. Complaint procedures related to sexual harassment publicized?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
j. Complaints about sexual harassment taken seriously no matter who files them?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
k. There a specific office with the authority to investigate sexual harassment complaints?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
l. Enlisted members required to attend formal sexual harassment training? ..	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
m. Officers required to attend formal sexual harassment training?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
n. Leaders consistently modeling respectful behavior to both male and female personnel?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

IN YOUR SERVICE

o. An advice/hotline available for reporting sexual harassment complaints?.....

84. Do you think sexual harassment is more of a problem inside the military or more of a problem outside the military?

- ☒ More of a problem inside the military
- ☒ More of a problem outside the military
- ☒ Same/no difference

85. In your opinion, has sexual harassment in our nation become more or less of a problem over the last 4 years?

- ☒ Less of a problem today
- ☒ About the same as 4 years ago
- ☒ More of a problem today

86. In your opinion, has sexual harassment in the military become more or less of a problem over the last 4 years?

- ☐ Don't know, you have been in the military less than 4 years
- ☐ Less of a problem today
- ☐ About the same as 4 years ago
- ☐ More of a problem today

87. In your opinion, how often does sexual harassment occur in the military now, as compared with a few years ago?

☒ Don't know, you have been in the military less than 4 years

☒ Much less often

☒ Less often

☒ About the same

☒ More often

☒ Much more often

88. Would you like to know the results of this survey? *If you are interested in being notified when a brief summary of the results is available on the Web, please print your e-mail address below. This e-mail address will be used for no other purpose than this notification.*

89. On what date did you complete this survey?

COMMENTS

90. If you have comments or concerns that you were not able to express in answering this survey, please print them in the space provided. Any comments you make on this questionnaire will be kept confidential, and no follow-up action will be taken in response to any specifics reported. If you want to report a harassment problem, information about how to do so is available through your command Equal Opportunity or Civil Rights Office.

THANK YOU FOR YOUR TIME AND ASSISTANCE

REPORT DOCUMENTATION PAGE					<i>Form Approved OMB No. 0704-0188</i>	
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